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*The Journal of*

# HEALTH *and* PHYSICAL EDUCATION

TEN CARDINAL POINTS IN THE PLATFORM OF HEALTH AND PHYSICAL EDUCATION

1. An adequate health examination and a comprehensive protection program for every school child, to include control of communicable diseases, healthful school environment, and hygienic standards in the entire curricular and extra-curricular life of the school.

2. Adequate indoor and outdoor facilities in every school and adequate time in the curriculum.

3. Coordination of community effort in policies, finances, and use of facilities for programs of health, physical education, and recreation.

4. Health and physical education instruction, based upon scientific materials progressively arranged throughout the grades and upper schools, and directed toward personal accomplishment and social ideals.

5. Establishment of procedures for the scientific classification, grading, and promotion of individuals to insure the best educative results.

6. Professionally trained and accredited supervisors and teachers for all branches of the health and physical education program, including the coaching of athletic teams.

7. Promotion of the idea of play and recreation as aspects of the finest living.

8. The accreditment of health and physical education in all schools and colleges for graduation and the acceptance of such credits from high school for college entrance.

9. The organization and administration of health and physical education in schools as a single, executive department, closely integrated and thoroughly coordinated with the general purposes of education.

10. Extension of the desirable and practical measures for the promotion of health and physical education among boys and girls in schools to all members of the community, as the broader implications of education are recognized.

*Committee Report of the*
*American Physical Education Association.*

*Published monthly, except July and August, by the*

AMERICAN PHYSICAL EDUCATION ASSOCIATION

ELMER D. MITCHELL, *Editor* ANN ARBOR, MICHIGAN

Vol. II ✣ SEPTEMBER, 1931 ✣ No. 7

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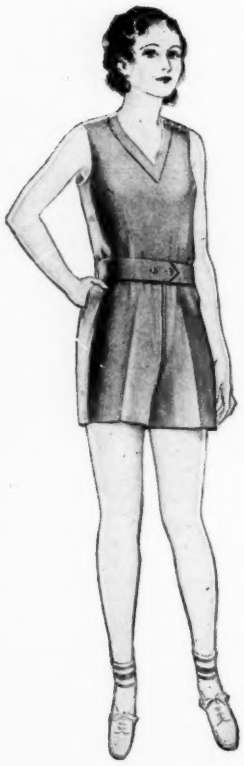

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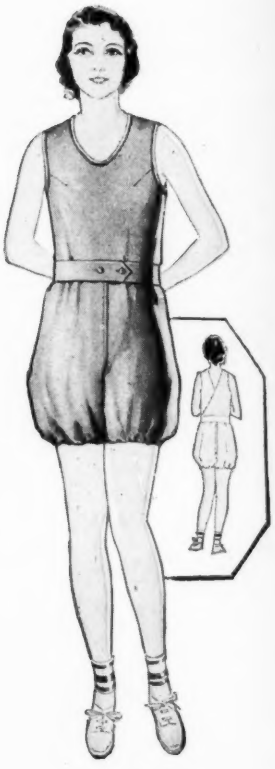

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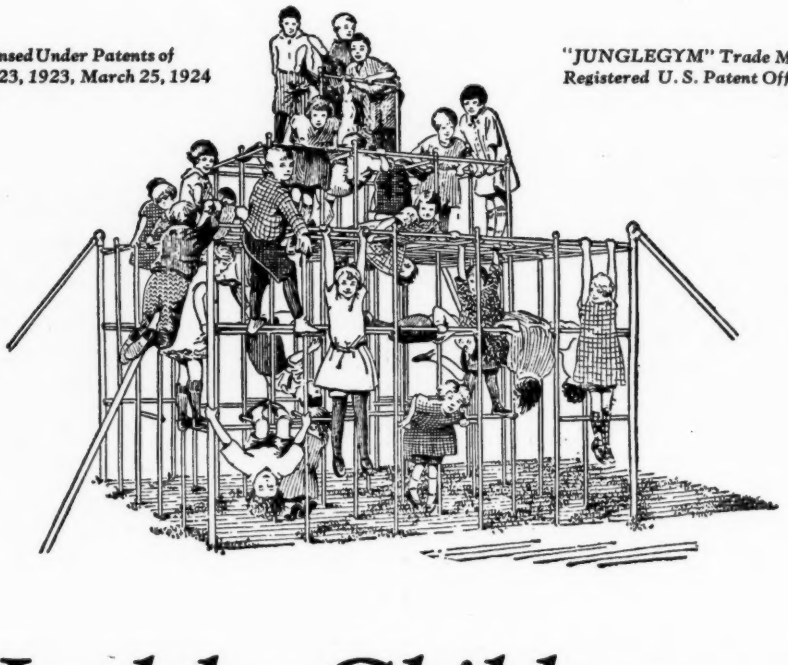

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# The Philosophy of Physical Education

By
GOODWIN B. WATSON
*Associate Professor of Education*
*Columbia University*

THERE is a welcome freedom about philosophizing.* It offers a kind of bacchanal to the spirit that has been tethered to tested facts. No one knows better than the psychologist how often that which appears to be philosophy is a product of the desires of the thinker rather than of his deductions. Therefore, in this talk there will be very little pretense of profundity. For (with apologies to B. L. T.):

> After one has had about a week of
> Conventions with discussions deep and long,
> A speech that shows no scholarship to speak of,
> Is welcome as the evening thrush's song.

I shall try to state as simply as may be some of the things that appeal especially to me about the work you are doing. If there should lurk any philosophy among these benedictions, I will leave it to you to find it. At any rate, I hope I may speak directly enough so that your energies will be free to explore the implications of the ideas, rather than required to puzzle over philosophical polysyllables.

(1). Physical Education is to be congratulated because it is less a subject than a way of living. A subject is something one can write books about. Students read the books, pass the tests, and then they have had the subject. Living is concerned with the things that would go on in blithe independence of academic exercises. Most of school ought to be made up of these aspects of living. Some day, perhaps, we shall have a school in which the departments will not be abstractions like English, History, Geography, Civics, Algebra, Geometry, Chemistry, Physics, French and Latin, but will be the great trunk lines of experience, health, work, fun, friends, home, government, and the world we live in. When that day comes, physical education will be less lonely.

(2). Physical Education is to be congratulated on its emphasis upon activity. What is going on in people is all that matters for physical education. Records and reports are incidental. Health is not something to be talked about, but something to be experienced. You know better than to spend your time talking about how to have a good time; you go have it. The character possibilities in physical education result largely from the fact that you deal with conduct. One can steer a moving ship.

Because you believe in activity, you are able to resist the temptation to become equipment-minded. Let other departments of the schools show off their libraries and laboratories. You know that growth in human beings is not inevitably connected with lockers and stadiums. Some of the best physical education work in the history of the world has been done in the simple environment of the home and farm, the fields and the woods. You are more concerned with the personal investments than with the financial investments in your program. Indeed, you may well be suspicious of extensive equipment. Perhaps you have seen imposing programs built up with expensive equipment which needed in a few years to be scrapped, as educational research opened new possibilities. Because of the vested interest, it is very hard to get such a change. Physical Education is fortunate in its ability to keep free to grow.

(3). Physical Education is to be congratulated upon its positive emphasis. You live as though life were worth while. Perhaps you remember Dorothy Parker's resume:

> "Razors pain you,
> Rivers are damp;
> Acids stain you,
> Drugs cause cramp;
> Guns aren't lawful,
> Nooses give;
> Gas smells awful—
> You might as well live."

Health education, on the contrary, is possessed by a passion for the abundant life. It is no matter of warnings, defects, and dangers. Yours is the appeal to the life career of a healthy, well-developed, disease resisting body. You not only say this, you live it. You make yourselves the best advertisement for what you have to offer. Charles Kingsley once said: "Let not the sour-faced teach morals, lest they create a distaste for virtue. Let the hale and cheerful ones do this." What he said is quite true of the development of the good life for the body. If you know persons unhappy, bitter, bored with life, petty in their interests, morbid in their philosophy, for the sake of Youth keep them out of any

* An address given at the 36th Annual Convention of the American Physical Education Association, Detroit, Michigan, April, 1931.

education, but especially out of your kind of education, which demands life at its best.

(4). Physical Education is to be congratulated upon the way in which it sees the child as a whole. Its point of view is necessarily organismic. The youngster is not just biceps or liver, not just a machine for adding, keeping rules, and biting his nails. If one would dance, he must dance with the whole body; if he would learn, he must learn with the whole body.

Some have been rightly suspicious that tests which measure only a part of a pupil's growth have been taken too seriously. We believe in tests, that it is better to measure than to guess; but if you can measure only part of the whole product, it is important to say so very distinctly, and to make the best guess you can about what you have omitted. The treacherous result of measures applied to part of a personality can be seen in the academic curriculum. It is easy to test how well one can write and multiply. It is difficult to test why he does it, what he is going to do about it, how he feels about the institution that made him do it. A very small part of the teacher's contribution to the pupil's learning has been measured when his skill has been tested.

All of the problems of discipline fall into a new perspective because you see the child as a whole. No part can be stressed out of proportion to the pupil's total purposes. It is better to gain not quite so much in physical strength, if the extra gain would mean some loss in happiness or prestige with one's fellows or success in life work. Not all the additional competence in dancing which one pupil is likely to get through private instruction is worth the price of the crush it encouraged. The question of whether a rule is desirable depends not only on how it will work in the immediate situation, but on how it will affect the participation of the pupil with his fellows in many other situations.

Each phase of the curriculum is modified when it is seen in the light of the needs of the whole personality. Sex education is not merely a matter of physiology; it is all mixed up with social questions, problems of popularity, of enjoyment, of ability to adjust in new circumstances. The whole child is more than the present. Out of all the experiences that have happened to him since he was but a single cell, the individual has built up the pattern and structure of his personality. This boy that is loud mouthed and conceited may be annoying in the present; when you see the whole child you see the present behavior as compensation for some need not yet met in his life. Rather than react to him with irritation and an attempt to take him down a peg, the modern physical educator discovers the home in which the boy is not wanted, the class work that has been a series of failures thrust upon him by an unjustifiably rigid system. It is poor physical education to deal merely with the symptom. When the underlying strain has been relieved the superficial disorders will depart. The boasting will disappear when the need for it has gone. This girl, shy, awkward and self-conscious, who blames herself for anything that seems to go wrong, is less dependent upon exercises for the development of grace in life and personality than upon some insight into why she feels as she does about her father and her sister. Wherever we turn, to program building, to measurement, to discipline or to individual guidance, the outlook upon the complete living of the person past, present and future, in relation to all of the people and concerns that matter, demands a new and enriched education.

(5). Physical Education is to be congratulated on its individualized approach, its willingness to give each individual the help that he needs. Surely there are not many leaders now devoted to mass programs in which every one starts at the same time to run the same distance at the same rate of speed. The health problems of one individual may not be those of another. Courses in health are generally disliked because of the large amount of time which people have to spend studying matters which are of no pressing concern to them. At the same time these people may be lying awake nights worrying about some health problem in themselves, their friends or family, which would not have appeared at all in the old omnibus general health courses. Now we know how to divide our material into project units of such a nature that everyone may keep busy carrying out purposes which are vital to him.

From the standpoint of enjoyment, individualization is even more essential. While a kind of basic competence in commonly used skills may be appropriate for almost everyone, the events which are most fun for the slender asthenic boy may be very different from those which bring most satisfaction to the stocky pyknic person. A teacher of spelling may possibly be able to ignore the differences in the minds with which she deals. No one who pays attention to the bodies of people, to their worries and their thrills, could possibly assume that because an activity is appropriate or inappropriate for ten per cent of the students, such a generalization must be made for everyone.

This involves a resistance to the temptation to be administrative-minded. Some teachers when they find a troublesome problem or perhaps several of them, try to invent a rule to make it unnecessary to do any further thinking about this sort of problem. Some administratively-minded people have worked out point systems for activities. They explain that some students overdo in extra-curricular life while others get too little chance. The demonstration scheme is supposed to even this out. I am glad you know your children well enough to realize that rules seldom solve personal problems. This girl with an overloaded schedule, by which she is trying to attract attention, is not really helped by a rule that makes her cut down the schedule. Her symptoms simply shift to another area. That boy who withdraws from group activities, who feels that he is sure to fail at whatever he attempts, who lacks self-confidence, if shoved by some administrative device into the necessity for more active participation, may continue to punish himself by making his failures more grievous and more obvious. Far down beneath the superficial behavior that seems to need correction, there are fundamental causes which may involve the

whole pattern of life for the individual. As wise teachers you recognize that each person is more or less unique in the combinations and interconnections of these drives. You are not only willing to have people differ, but you are anxious to have them become superior in themselves, instead of becoming superficial imitations of some all-round standard. I suppose most of you gave up the four-square objective in living before I did. If you have any Dempseys, you don't insist that they shall play the piano. If you have a potential Beethoven you don't expend your main effort in teaching him to box. Those girls who have always wished they were boys, whose fathers spoke disparagingly about what girls could do in the world, who have tried in a score of subtle ways to escape their sex, are no longer able to use physical education as a neurotic symptom. With understanding you help them build a life plan in which physical activities play a normal and enriching part, but a life plan that is essentially a woman's plan, one which makes the most of the unique possibilities of womanhood.

A particularly stupid administrative device is the one which requires that pupils who are not profiting by academic curricula and who get most of their satisfaction and growth out of extra-curricular life shall spend most of their time upon academic work before they are permitted to do the things which they do best. If any kind of rule could be justified, it would be one requiring such a person to spend most of his energies in the area of his most probable success. Anyone with the concern for particular persons at heart, whether because he is a psychologist, a parent, a club leader, or a friend, soon acquires a rich contempt for the administrative mind which is busy with rules and systems, trying to run people like machines. That sort of thinking is very helpful with soap and towels, but very hard on sophomores and teachers.

(6). Physical Education is to be congratulated because, as a result of letting each individual be true to himself, it encourages integrity. There is much in our American life that places a premium upon hypocrisy. Men get ahead by greed, but preserve status by preaching unselfishness. There are teachers and students of classical literature who, if left to themselves, would vastly prefer the *True Story Magazine*. In physical education you do not let teacher or pupil pretend an enjoyment that is not really felt. There is no pretense in the words of commendation which the leader gives. That is fortunate, for children are remarkably sensitive to the false note in praise that is supposed to react favorably upon their characters. You carry on your activities so that pupils are free to experiment and to learn from the consequences of their activity. They are free to create new ways of enjoying physical activities. It is not required that they shall accept some standardized games and techniques. You recognize that to hinder a pupil in his adaptive capacity, in his mobility and flexibility of pattern, is far more serious than used to be supposed. Your students are emancipated because you care more that they should surpass you than that they should remain your disciples.

(7). Physical Education is to be congratulated upon the free democracy of its social relationships. No classroom ways, or petty tyrannies of the schoolmaster's rules, have been carried over into this newer educational life. The game is truly a group enterprise with the leader one of the group, wiser perhaps, but with more in common than marks him off. Through the activities of physical education youngsters learn not to command or to obey, but to share in a social process which gives intelligent respect to everyone concerned. Physical education in much larger measure than civics textbooks brings to some pupils the real taste of the democratic ideal. Pupils are valued for themselves as well as for what they can do. They learn to set aside personal whims for the greater satisfaction of group achievement. They learn that government is not an imposition which restricts pleasure, but a way of increasing all-round satisfaction for everyone.

(8). Physical Education is to be congratulated upon the breadth and scope of cooperation which it encourages. At its best, physical education helps youth to escape from slavery to the old idea of rivalry, competition, beating someone else, as the big thing in life. People swim for the fun and value of it, not in order to swim faster than someone else. A hike is better than a race. There are duffers like me who can have good fun playing golf, while taking twice as many swings as the other fellow. You coach your teams to enjoy winning, but to prefer losing to not playing at all. You teach them that life is not a fight but a game; the other fellow may be an opponent, but if it were not for him there would be no fun at all. You teach them to like him while he is playing, to want him to play well and have a good time. Competitors though they be on the surface, the players are cooperators at heart.

This is fundamental business, it is not merely a moral preachment. Our American business life is on the rocks today because a generation has supposed that economic life had to be run by individualistic competition, rather than be undertaken as a cooperative adventure. There are individuals constantly bedeviled by inferiority feeling, unhappy and restless, because they have been brought up to believe that success was defined in terms of beating other people. They can find no satisfaction in their real achievements because of inevitable comparisons. The competitive motive is injurious socially and individually. Personal delight and social harmony are built upon a cooperative technique.

(9). Physical Education is to be congratulated because it is full time education. It is not content to tolerate the compartmentalization of growth which has characterized other school subjects. Physical education cannot be done in thirty minutes a day at a prescribed hour. It is a way of carrying on the total educational regime. There may be an after-school, but there is no after-education while men live. "Vacation" does not belong in the vocabulary of growth. Physical education we find in camps, in summer playgrounds, in recreational programs, morning, afternoon and evening, in all four seasons of the year. It must go on in class-

*(Continued on page 47)*

# University of Southern California—Physical Education Hall

## *A New Departure in Building Construction*

By

WM. RALPH LaPORTE

*Professor of Physical Education and Director of the Department*

IN 1915, the writer sketched the first plans of a dream building for Physical Education that would be "different." The World War and many other subsequent factors succeeded in postponing the culmination of the plans, until in November, 1929, the first shovelful of earth was turned in the ground-breaking ceremony which started the construction that was completed one year later, in November, 1930. The building, both in construction and equipment, is a radical departure from the traditional college gymnasium or field house. The California climate makes it possible for activities to be carried on out in the open practically every day in the year. This eliminates the need for a field house. The university's location in the heart of a large metropolitan area gives ready access to several large auditoriums and pavilions, thus reducing the need for a pavilion type of building for exhibition events.

The building consists of a strictly educational plant, practically every inch of which is available for use in some type of activity or study work. It is unique in that it combines the departments for men and women under the same roof with a centralized administration. This eliminates much loss of time and effort in administration and makes available facilities that can be used interchangeably on certain occasions. A valuable result is the encouragement of co-educational activities. The recreational swimming pool is open during recreation hours for the joint use of men and women. It is the hope of the department also to encourage joint participation of men and women in a variety of the lighter types of physical activities. This policy is based on the assumption that the educational program should fit people to live together, and certainly living together involves playing together.

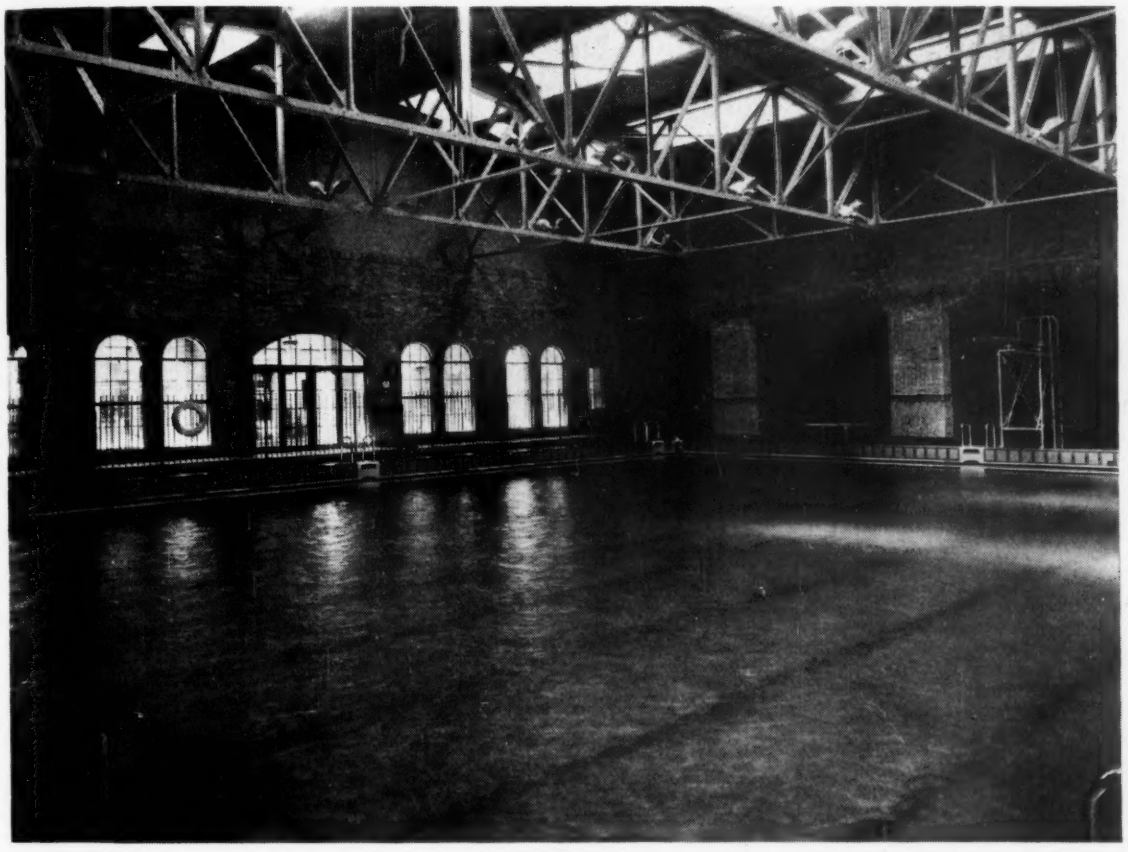
The building occupies half a city block with a frontage of 260 feet and a depth of 200 feet. It forms a hollow square about a central patio of the garden type. The structure includes four distinct units. The front main unit is strictly an administrative and classroom unit, consisting entirely of offices and classrooms, divided into men's and women's divisions by the large central lobby. The north wing is the men's and the south wing is the women's activity area. These are separated by the patio in the center. The fourth unit is the recreational swimming pool which connects the men's and women's areas at the rear. Thus it can be seen that the building is not a gymnasium, but is an elaborate educational plant, combining office areas and classrooms, separate health service areas for men and women, club rooms, study halls, locker and shower areas, intramural athletics and inter-collegiate athletics, some half dozen gymnasiums of various types and sizes, a beautiful dance studio, two large roof solaria for sun bathing, five large handball courts, one large recreational pool, one small instruction pool, special rooms of various types, an elaborate heating and ventilating plant, laundry, etc.

The building is of strictly Class A construction, reinforced concrete and steel. The style of architecture is Italian Romanesque, conforming with the general plan of other buildings on the campus. The external walls are of pressed brick, decorated with stone. The finish throughout the building is very simple, but still is effective. In general it was our idea to plan a building that would be both utilitarian and artistic. This was based on the assumption that adequate results in a physical education program of the modern type can only be secured in an aesthetic atmosphere. The total cost of the building including equipment was approximately $850,000.

The building is strategically located, being back of the main Administration Building, near the Library and Student Union Building, and across the street from the athletic fields.

The general arrangement of the building is in two main stories above the ground, the first floor being about six feet above grade. A semi-basement occupies the space under the entire building with the exception of the patio and recreation pool areas. The basement or ground floor, however, is practically the same as an upper story, since the windows are all full length and are situated in light wells, built of structural concrete outside to a depth of five feet. These insure maximum light and ventilation. A fourth story provides for the sun decks and for study halls and laboratories.

As one approaches the main entrance to the building, he is faced with two inscriptions carved in the stone backs of benches flanking the main stairway. The one on the right in Latin is as follows: *For the harmony of mind and body.* The one on the left is in Greek: *Man in mind and body symmetrical.* These inscriptions in general represent the aim of the department. A triple door entry at the top of the stairs opens into a beautiful lobby overlooked by a mezzanine corridor. The floor and wainscot of the lobby is in quarry tile and the plastered walls are decorated in attractive design. Trophy cabinets flank the lobby on either side and stair halls lead to the second floor and to the basement. From the lobby, one may look directly into the patio and from it on through into the recreational swimming pool, giving a beautiful picture of garden, fountain and water. From the lobby a long corridor stretches on either side, connecting the men's and women's units and separating the front section from the activity units at the rear.



MAIN SWIMMING POOL
*Looking toward the Patio*

Flanking the lobby on either side are the administrative and instructional office areas, on the right for the women, on the left for the men. The two units are practically duplicates. Beyond the instructors' offices are located the health service offices, opening from the main waiting room. The concrete floors of all office areas are covered with composition floor tile arranged in pattern. This is similar to battleship linoleum, but comes in small squares and is very decorative. It does not require water-proofing. There are counters in the main offices which are fully equipped on the inside with built-in letter-size files, also smaller 5x8 files and 3x5 files. These are all of steel construction in green enamel. In addition the counters are equipped with other drawers and cupboard spaces.

Rows of high arched windows overlook the patio from the lobby and main front corridor. The patio itself is approximately 60x100 feet in size, is planted with grass and shrubbery, and has a small fountain in the center. On either side hanging balconies from the corrective rooms overlook the area. On the pool side of the patio, a long loggia connects the second floor gymnasiums from the men's and women's sides. Under the loggia stairways descend on either side to the basement area from the patio level. At the rear are rows of arched windows opening directly into the large swimming pool area. Double swinging doors give entrance for spectators to the runway adjoining the pool deck. The pool area proper is a room approximately 100 feet square. The water area is 60x75 feet. The areas for spectators on the two opposite sides of the pool are separated from the decks by a five-foot artistic metal fence. The concrete walls of the pool area are faced with glazed brick above the wainscot level while the wainscot and the archways are finished in decorative tile.

The concrete roof and super-structure of the pool area are supported by heavy steel girders. Approximately one-third of the roof area is devoted to skylights with open louvres at the ends. These skylights are so constructed that they can be removed during the

summer time, giving much the effect of an outdoor pool. The roof is also equipped with several large ventilators to assist in maintaining proper temperature and air condition. A series of arched window ways in the wall opposite the patio balances the similar windows opening into the patio. These windows on both sides can be opened, giving a full sweep of air and providing the effect of an open air pool.

The decks of the pool proper, as well as the spectators' area outside the fence, are finished in non-slip tile of small rectangular shape in variegated shades of buff and brown. The slope of the deck is away from the pool area. This arrangement eliminates the need for a high curb. The pool is equipped with scum gutter at both sides and ends, with drain pipes every ten feet. Inset steps made of glazed terra cotta take the place of ladders. Low railings at the top of the steps serve to assist swimmers in getting out of the pool. These railings are of chromium steel finish. In each corner of the pool is inset a dolphin head of terra cotta which spouts a stream of water into the pool. The walls of the pool proper are finished in small rectangular tile of light green shade. The green shade is carried throughout the bottom of the pool with the exception of the swimming lanes which are finished in black tile. These lanes are spaced six feet apart, giving a little extra room for the arms in the breast stroke. Warning lines in black tile are also inset at five feet from the end.

In addition to the usual depth and distance marks on the walls of the pool inset in tile, small tile inserts have been placed on the top of the curb at the proper points to indicate the finishes of the various races. The direction and point of the finish is indicated by a small black arrow in the tile. Small red tiles are also inserted in the wall above the gutter at the deep end at the proper distances to indicate the penalty zones for water polo. It is possible to play polo cross-wise of the pool entirely in deep water. A life line is stretched across from inserted hooks at the forty-foot point, shutting off the polo area from the remainder of the pool.

The pool is equipped with standard high diving board and two standard low diving boards. Inserted in the tile wainscot at each end are two cuspidors and one drinking fountain. The temperature of the room is controlled by means of a unit steam heat system and a large electric fan, which maintain an adequate temperature.

The lighting of the pool is of three types: wall bracket lamps on the side walls, with hanging chandeliers under the archways which are supplemented by strong overhead lights, arranged in pairs, attached to the overhead girders in such manner that the reflectors throw the light against the ceiling, giving a very pleasing indirect lighting effect. The concrete ceiling and upper wall are finished in light green concrete paint which serves as a reflecting surface. In addition to the overhead lighting, the pool itself is equipped with underwater lighting. This was an experiment but has proved entirely satisfactory. Some twenty-one large bullseye lights are arranged in openings in the walls about eighteen inches below the surface of the water. The lenses of heavy glass are set in an asphaltum base which makes them leak-proof. The light is set in the opening outside the lens and is entirely insulated, so that it is impossible to have a short circuit in the water. The arrangement of the submerged lights is such that colored bulbs or lenses can be inserted if desired to give color effects in the water. When these lights are turned on at night, it gives a very attractive appearance to the pool with a phosphorescent glow on the surface wherever the water is broken. It might also be mentioned that the submerged light construction will doubtless make it possible to take motion pictures of underwater activities. The camera can be placed in the opening of the light and the pictures taken through the lens.

Access to the pool area proper is possible only through the foot bath passages at the two ends, leading from the women's and from the men's locker rooms. These passages are about twelve feet long with tiled walls and floor, equipped with a six-inch wading pool and with overhead and wall showers of the automatic type. Doors at the locker room ends of these passages are kept locked at all times when the pool is not being supervised.

Swimming suits are issued by the department. Outside suits are not permitted in the pool. A combination wool and cotton suit is used, a light gray color for the men, and a navy blue for the women. These suits are all laundered and sterilized after each usage. A swimmer may not be issued a suit until he has taken a soap bath in the shower room immediately adjoining the entrance to the pool.

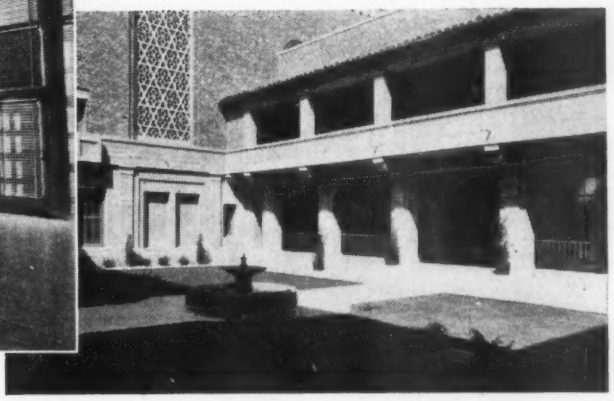
The depth of the pool varies from three and one-half to ten feet. The water is under continuous circulation through pressure filters with a complete turnover of water every eight hours. Automatic chlorinators sterilize the water as it leaves the filters. The overflow splash water in the scum gutter is carried directly to the sewer. In the large pool there is a replacement of approximately 8,000 gallons of water per day. This newly added water, of course, runs through the filters and is chlorinated before entering the pool. With this effective sterilizing equipment and a careful checking on the bathers, together with a required preliminary medical examination for all entering the pool, an almost unbelievably low bacterial count has been maintained.

A further requirement for the use of the main pool is interesting from the administrative standpoint. The small instruction pool is planned to care for those who need preliminary or elementary instruction in swimming. The recreation pool is intended only for swimmers. Consequently no one is permitted to use it until he has successfully passed a swimming test which requires him to swim two widths of the pool. This naturally reduces the possible hazards in swimming and makes it much more satisfactory for the experienced swimmers.

From the construction standpoint, it might well be mentioned here that the entire pool area is supported on concrete pillars and in no place does it rest directly

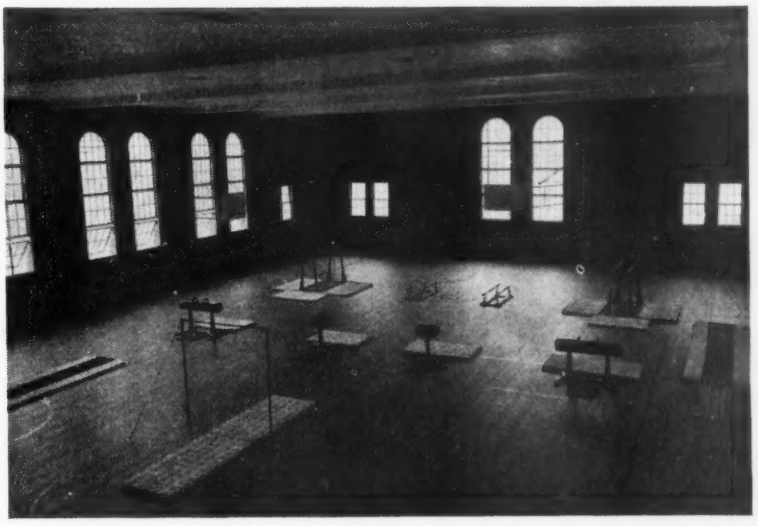
*Left—Women's dance studio*

*Below—Patio, looking toward the swimming pool*



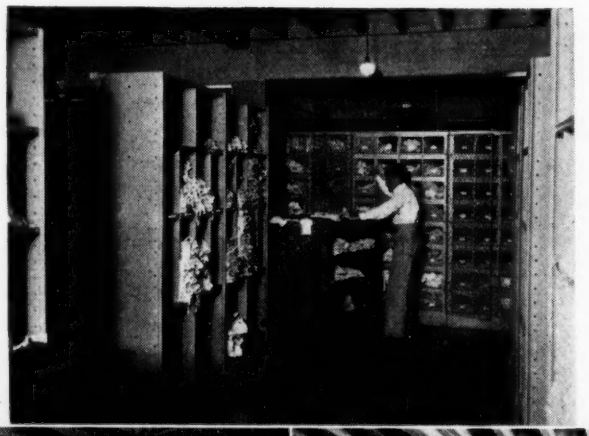
*Right—Men's main gymnasium from the balcony*

*Below—Front lobby*



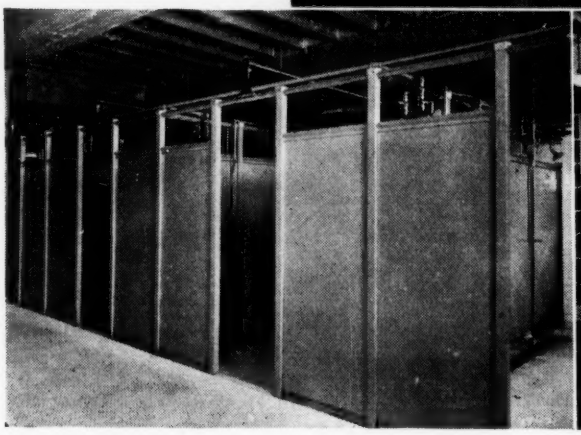
*Below—Front view of the Physical Education Building*

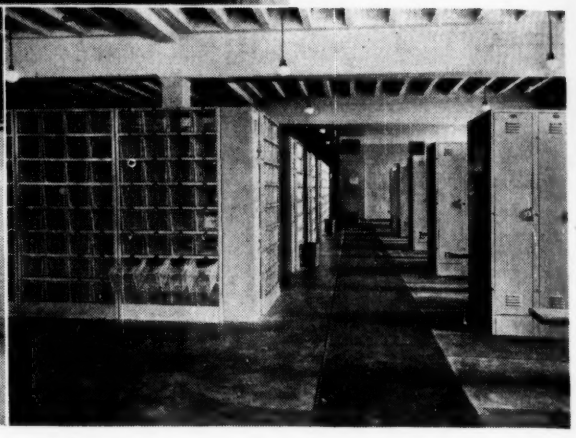
*Right — Exchanging equipment on inside of basket system.*



*Below—Basket and locker arrangement—Men's locker room.*

*Below—Shower arrangement—Men's locker rooms.*





on the ground. A large tunnel, some six feet square, was excavated throughout the width of the pool under the deepest point, where the outlets are constructed. All the drainage piping is run through this tunnel. This makes it possible to get at the outlets in case of trouble. In a similar manner, all other piping is exposed where it is easily accessible and the entire area surrounding the outside walls of the pool is open, serving as corridors or as rooms. This eliminates any waste of space and at the same time makes it possible to have access to all the submerged lights.

The instruction pool is located close to the main pool and is connected by a private stairway for the use of the instructors. It is on the basement level but daylight enters through sidewalk skylights. The water area is 20x40 feet and the depth varies from three to four and one-half feet. The construction is approximately the same as the main pool. It is necessary for the student to pass through a foot bath corridor in order to get to the deck of the pool.

*The men's locker room area.* The north or left wing of the building on the first floor is devoted almost entirely to locker and shower facilities for men. A large section overlooking the patio is occupied by the faculty men's locker room. It is equipped with full length steel lockers, 15x18x60 inches. These are in French gray enamel, the same color finish being followed throughout the men's locker area, which has proved a very pleasing combination with the light green finish of the walls. The faculty locker room now contains 100 lockers but there is room for additional ones to be added when needed.

Directly across the side corridor from the faculty locker room is a club room reserved for professional students majoring in physical education. It is attractively furnished with upholstered furniture and serves as a lounge room and study hall. Directly back of this is a special locker room, also reserved for the major students, equipped with 100 full length lockers identical with the ones in the faculty room. The remainder of this entire first floor north wing is devoted to the large locker room, used for the general student body participating in physical education class activities and intramural athletics.

An original combined basket storage and locker system is used. In planning the building, the writer made a very careful study of the many existing systems and found them all unsatisfactory because they have been unsanitary in many respects and it has not been possible to supervise the equipment and the exchanging of uniforms and towels. The counter service system with the baskets has proved unsatisfactory because it required continuous attendant service and resulted in considerable standing in line while waiting for baskets. The writer attempted to design a system which would combine all the advantages of a self service and counter service. He finally devised an arrangement with basket racks in double rows, with alternate inside and outside aisles, arranged about a central office area and counter in such manner that the attendant could walk up and down the inside aisles, exchange equipment, and maintain supervision of the entire locker room area while attending the counter. The arrangement permits the clerk to handle a situation in

which there are some 300 dressing lockers and some 2,500 baskets.

It is possible for the students to secure their baskets on the outside aisles whenever desired. At each outside corner where the racks are joined is inset a double-decked locker which can be used for auxiliary storage purposes. The university provides the student with a complete outfit with the exception of shoes. This is issued to him at the time of registration. The student purchases his own combination padlock at the student store and files the combination with the clerk at the counter.

The basket is of very heavy wire mesh construction, spot welded and with an overhanging lip at the front, making it impossible for anyone to extract equipment. At the rear, the basket has an opening about four inches high and the full width of the basket, through which the equipment clerk can exchange soiled linen for clean. When attending the class the student unlocks his padlock, takes out the basket and goes to the nearest large dressing locker across the aisle, places his street clothing in the locker and attends class, locking the locker with the same padlock. When he has finished and has replaced his clothing in the basket, he returns it to its proper place and again locks it with the padlock, leaving the dressing locker for the next comer.

The inside of the basket system is so arranged that two heavy wire mesh doors cover 32 baskets in a section. These doors effectively close the rear of each basket section. When the equipment clerk wishes to exchange the linen, he merely opens the doors, thus uncovering 32 baskets at once. A rubber-tired ball-bearing truck is used for exchanging equipment. It is very easily handled and is equipped with a large bag for soiled linen and shelves for the different sizes of suit equipment. At the rear of the basket shelf is a little flanged strip in which is inserted a card containing the name of the person holding the basket, together with the sizes of the various items of equipment. By glancing at this card, the clerk knows exactly what items to put in the basket.

*Men's sun deck (solarium)*

*Above—Women's corrective gymnasium*

*Left — Men's corrective and individual exercise room*

Within this basket area is also located a ball-bearing rotary shelving unit containing eight sections of basket shelving joined about a central shaft. This unit is for transient users, the equipment, in various sizes, being arranged in baskets. A spin of the unit brings any particular revolving section adjacent to the counter, eliminating unnecessary walking. Shelves in this unit can also be used for the storage of balls and other equipment. The entire area within the basket unit is locked off from access by students. At the end of each aisle is a little screened peep window through which the equipment clerk can keep an eye on the entire locker area.

The counter arrangement is such that the clerk has direct supervision of both the major shower units adjoining the locker area. Each shower unit has a large drying room and the partitions separating these drying rooms from the general locker area are made of paneled steel with glass inserts above the low metal wainscot. This glass area runs all the way to the ceiling giving excellent light and clear vision for the clerk to watch what is going on in either of the shower areas and drying rooms. Swinging doors connect the drying rooms with the locker area. In this manner, all steam and moisture are kept within the shower and drying-room area.

The shower units proper are arranged in banks of eight, the two units together providing 64 showers. The shower heads are located three feet apart at center. The partitions separating the showers are of paneled steel, finished in French gray baked enamel. They are six feet in height and are elevated six inches from the floor. Drains of the open ditch variety are placed midway between each two shower banks under the partitions. They are covered with bronze grating. This type of drain has proved satisfactory. The shower heads are of the adjustable wall type, set about six feet high. They are the automatic valve control with a chain

pull and a ring on the end, which when pulled down can be attached to a hook on the partition. This keeps the water running until the bather has finished, when the ring is snapped off the hook. The temperature of the water is controlled by a thermostat. The last three showers on each side in each bank are controlled by one thermostat and are fixed at an appropriately hot temperature. The two showers, one on either side of the opening, are controlled by a second thermostat, and are cold, just the excess chill being taken off the water. These temperatures are fixed permanently, but are adjusted from time to time according to the climatic conditions. They are not subject to control by the students. The procedure is that the student takes his warm bath under one of the far showers and then simply takes a cold dash as he leaves the compartment. This method has proved satisfactory and seems to be popular with the students. It is much more economical in construction as it requires only one pipe instead of two, only one valve, and no mixing adjustment. It is also a great saver of water and time, since the proper temperature is secured the moment the student pulls the chain and he does not have to wait for adjustment.

A liquid soap system is used throughout the building and a soap plunger is found midway between each two shower heads. This has proved entirely satisfactory and eliminates the very disconcerting problem of having small cakes of soap thrown about the floor of the shower room. The writer also designed a special towel bar which was constructed above the center of each shower compartment. This is finished in chromium metal and is non-rustable. It is sufficiently high that the student merely needs to put his towel over the rack directly in front of the shower he is using. Thus he can keep his eye on the towel and see that no one takes it while he is bathing. Practically all towel losses have been eliminated by this procedure.

The floors of the shower areas are all finished in non-slip octagon white tile. The wainscot on the walls is of rectangular large white tile. The floor construction in the locker room is of solid concrete with a color-hardened surface. The finish is in a dull red, almost maroon color. It is slightly non-slip, brought about by the mixing in of a material similar to carborundum, but not so abrasive. The aisles are fitted with thin corrugated rubber matting. This protects against slipping and is much more comfortable to stand on than the bare concrete.

In the locker room, the unit heat system described for the swimming pool is used. This, together with the continuous exhaust forced ventilation, gives a very satisfactory air condition in the locker area. Equipment in the baskets is exchanged weekly, with a daily exchange of towels, hence there is practically no bad odor in the locker room. All students are required to wear a combination wool and cotton sock that is issued by the department. This keeps the gymnasium shoes in much better condition and reduces the amount of odor.

The inside finish of the outer walls in the locker areas is of brick, while the inside partitions are of smooth hollow tile which have been given the standard coat of light green concrete paint. It is even superior to a plastered wall and is less expensive. The tile is similar to that used for standard inside partitions to be plastered, except that it is given a smooth glazed finish instead of a rough finish.

*The women's locker area.* The south or right wing back of the main front corridor is similarly devoted entirely to women's locker and shower facilities. Directly back of the main corridor is a large lounge room for the major students and members of the Athletic Association. Adjoining it is a faculty locker area. Directly across the side corridor is a large special locker room for the major students in physical education, similar to the one on the men's side. The remainder of this floor wing is devoted to a large locker space arranged somewhat similar to that on the men's side, except that individual dressing booths, constructed of paneled steel, similar to the shower booths just described, take the place of the dressing lockers. A basket system identical with that on the men's side is used and has proved entirely satisfactory for the women students. Uniforms are issued to the women in a manner similar to that used with the men. The dressing booths are entirely separate from the showers which are arranged in adjoining rooms all centralized. This makes it possible to keep the steam out of the locker rooms proper. A large bath towel is used as a robe in going to and from the showers and dressing booths. The doors to the dressing booths are equipped with hasps so that the combination padlock taken from the basket can be used to lock the dressing booth while the student is in class. The steel dressing booths have proved satisfactory with the exception that they are not entirely thief proof. The lower end of the panel is raised twelve inches from the floor. It would be far better to make it six inches. The upper area should also be protected by wire mesh netting of some sort, to prevent reaching over and picking equipment from the hooks. A half dozen hair dryers are provided in two separate booths. The showers in the women's area are of the standard double valve mixing type. The water is thermostatically controlled, however, at a maximum temperature so that it is impossible for anyone to be scalded. The shower heads are similar to the men's, of the adjustable neck wall type, arranged so as to shoot toward the back of the booth and with the valve adjoining the opening so that the student can reach them without getting in the water.

### Details of the Second Floor

On the second floor, on either flank of the lobby are four classrooms. Two of these are arranged with a roll-up door so that they can be joined into one, giving a seating capacity of approximately 150. There is also a platform and the majority of the seats are terraced. The other two rooms provide about 55 and 65 seats respectively. All classroom doors are equipped with clear glass, but covered with heavy monks cloth curtains which can be drawn when desired. All windows are draped with heavy monks cloth curtains, that can

*(Continued on page 52)*

# An Interpretation of Play Through Intramural Sports

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IF we are to judge intelligently the values of play through intramural sports, we must first determine some basis by which these values may be judged. What I have to say does not agree wholly with any particular authority nor will it be necessarily new in any respect.

To say that such and such values are achieved for the individual by participation in games and sports is somewhat beside the case unless we can present a logical basis for this assumption. This then forces us to a consideration of the basic factors underlying all of this activity we call play, and it further forces us to consider whether or not we are actually getting the results through play that we so often attribute to it. Play is behavior and the various emotions and reactions connected with or resulting from play are forms of behavior. The problem is how to understand and control this form of human behavior. Unless we have some logical basis of reasoning on this point, we cannot proceed very intelligently in the choice of and in the administration of play and play activities.

Various definitions of play have been given from time to time by students of play and play activities. These definitions and interpretations are not in general agreement as is well known. Play has been defined in terms of relaxation, recapitulation, surplus energy, instinct, imitation, etc. No satisfactory definition has thus far been given. Lehman and Witty dismiss the whole question very briefly by saying:

> "It was previously stated that any definition or explanation of play must be incomplete. This fact need not bother the psychologist or the educator. Slosson points to the futility of trying to state what electricity really is by saying, 'You can make an electrician mad . . . . by interrupting his explanation of a dynamo by asking, "But you cannot tell what electricity really is." The electrician does not care a rap what electricity really is . . . . if there really is any meaning to that phrase. All he wants to know is what he can do with it.' The same statements might be made with equal validity regarding play. Play is behavior and is of importance to the educator *per se*."[1]

Let us forget all of these individual theories and attempt a different point of view.

The baby at birth is merely a reflex animal. About the only characteristic it has outside of shape and form is activity or energy. This energy with the exception of such reflexes as the sucking and grasping reflexes, which are involuntary, is entirely uncoordinated. As life continues, the energy increases as does the strength of the motor reactions. As these motor reactions become stronger, consciousness is ushered in and the baby begins to take note of the objective world about him. It is here that the first attempts at muscular coordination begin with its almost futile attempts to grasp a rattle or some bright or moving object. The beginning of habit formation is set in motion. The education through pain and pleasure is about to begin. The conditioning stimuli of his environment begin their work. His emotional training is under way. All of this is brought about because his energy has increased sufficiently to enable him to make contact with his environment, and this environment does not always yield in a way to bring pleasure. Thus inhibiting as well as accelerating influences begin to shape the individual's behavior. This behavior is relatively simple in early life. At first we see simple reactions modified only a little, if at all, by experience or learning. As learning or experience accumulates in the life of the individual the response to stimuli becomes more and more complex, until in the adult individual a present reaction can only be analyzed in the light of his past experience.

Mind is defined as the entire stream of consciousness up to the present moment in the life of the individual. How mind reacts is determined by the sum total of the stimuli both internal and external that have reacted upon it during all of the past life of the individual. If these stimuli have been sufficiently controlled and wisely managed then the individual will have acquired many useful and desirable habits, many of which will be more or less automatic in their action. The result will be an integrated personality—an individual capable, confident, self-assured, and happily successful in his environment.

How, then, are we to understand the significance of this environment and the reactions the individual is likely to make in his environment, and how are we to control his reactions or behavior? It will help, I think, in solving this riddle if we accept the theory of the conditioned reflex and take the genetic point of view. It will still further help if we assume that all play activities are learned activities. Play is not the result of a mysterious group of instincts which are set loose and put to work as the child reaches certain age levels, but rather it reflects the conditioning effects of the environment in which the child from early infancy finds himself. These conditioning stimuli plus the gifts of heredity (the latter determines the energy capacity) determine the reactive tendencies and the personality at any given age level. The child is a

[1] Lehman, H. C. and Witty, P. A.—"The Psychology of Play Activities," A. S. Barnes and Company, New York, 1927, page 23.

bundle of energy and this energy, as it begins to take coordinated expression, moulds itself into various shapes and patterns through the conditioning effect of the like shapes and patterns which the child observes about him. He is attempting to understand the world about him and in order to fix and make real in consciousness those things which he observes, he must do those things he observes in order to make them real. Kempf emphasizes the foregoing when he writes:

"A young man carries his hands like his father, another walks like his father, another holds his head tilted toward one shoulder like his father, a daughter tried to have a deformed finger like her father's, another works the muscles of her cheeks, unconsciously imitating her father; internes in hospitals notoriously imitate their chiefs of staff; students wear their clothes, hats, carry their bodies, facial expression, accent words, adopt the characteristic phrases, moral and social attitudes of their teachers or of older, socially potent students. Postural imitation in order to develop a character like the hero, is the eternal effort of the hero-worshipper. Children learn to spit like others, laugh like their playmates, cut their fingers, injure themselves, tear and soil their clothing and adopt countless artifices in order to be like their associates. The influence of associates upon the personality is a physiological mechanism and occurs unconsciously, or at least begins unconsciously."[1]

This is the unconscious way many of our mental and physical habits begin. It is through the conditioning influence of our environment that they are formed. Bad habits of talking, singing, walking, posture, etc., begin in this way. Of two boys, one associated with professional baseball players, the other with rank amateurs, both with the same amount of interest, one will develop smoothness and finesse in his coordinations, the other awkwardness and inefficiency. Thus we see the necessity of early training in right motor habits, because, as Watson, in speaking of this early training says, "I believe I could make or break a youngster in the first four years of its life; that is, without abusing it, starving it, or otherwise being cruel to it, I could twist, thwart, over- or under-develop its instinctive and emotional life to such a degree that it would never recover from it."[2]

Osborn[3] points out that human energy begins with the germ plasm. We develop organs for the capture, storage, and utilization of energy. In fact, the body is an energy mechanism. We come in contact with an electric wire and receive a shock and as a result we withdraw from it. This is energy that affects us coming from our environment and causing pain. All stimuli affect us one way or another according to their intensity and as these stimuli give us pain or pleasure, our reactions are thus determined. If man did not develop the capacity to profit by experience, of course he would remain merely a reflex animal. Experience, however, is built up through stimuli which form habits. These habits are forms of behavior conditioned into the reactive machinery of the organism through the stimuli of the environment. It should be noted that the internal stimuli should be considered as well as the external. Thus we see that the reactive tendencies of the organism are conditioned and given direction by energy.

The energy of the organism comes in conflict with the energy of the environment with a resulting sense of pain or pleasure. If it is pleasure it amounts to play, if displeasure it constitutes the thing we call work. This point of view enlarges the idea of play to such an extent that it may include gainful occupations. Edison, no doubt, plays at his work. Play for some becomes work for others. Baseball to the professional ball player becomes work at times, to the amateur it is rarely anything but play.

The genetic point of view concerning play is essential to a successful understanding of play because the energy mechanism of the child is quite different from that of the adult. For instance, the child is not capable because of its immaturity of engaging in activities of endurance. Therefore its play life, if given an adult interpretation, will bring to it displeasure. The child has not as yet developed the long range desires of the adult. It lives in the immediate thrusting present. Filling the wood box cannot be interpreted in terms of the comforts of warmth and satisfaction of a few hours hence.

From the foregoing it seems evident that play results from energy and that this energy crystallizes into the various neuro-muscular skills and the mental attitudes that the environment trains into the individual. If this is tenable then intramural athletics are one of the best mediums through which energy as it is related to play can find expression.

Intramural athletics were devised for the rank and file of boys and young men who had not the skill or the opportunity to make the varsity teams in the major sports. The success of the program led to its further development in both scope and content.

Once a boy achieves a small success in a competitive game he is quite likely to continue to participate because of the joy and pleasure he gets from it, regardless of whether or not he has varsity ambitions. He has found something that is satisfying, wholesome, and healthful —something that is infinitely more fun than the pranks and depredations of former years. True, students occasionally cause the school authorities some trouble, but to one who has associated with them over a period of years it is plainly evident that the present generation of students everywhere is better behaved, easier disciplined, and, I think, happier than at any time in the last twenty years with which I am familiar.

Other factors than intramural athletics such as debate, music, work on student publications, etc., have been of much value in bringing about these changes in the attitudes of students. However, intramural athletics have satisfied one basic feeling—the love of competition—the testing of oneself against an opponent.

The American is considered a great competitor. Let us look at the competitive attitude for a moment.

The child is reared upon the suggestion of competition. The child's home life, its school, and its playmates all drill the suggestion of competition into it

[1] Kempf, E. J.—"The Autonomic Functions and the Personality." Nervous and Mental Disease Publishing Company, New York and Washington, D. C.. 1921, page 30.

[2] Watson, J. B.—"Psychology From the Standpoint of a Behaviorist." J. B. Lippincott Company, Philadelphia and London, 1919, pp 429.

[3] Osborn, H. F.—"The Origin and Evolution of Life." Charles Scribner's Sons, New York, 1917, page 10.

from infancy to maturity. The child's parents tell it to be a "little man" or a "little lady," in other words to compete with older people. The child is admonished not to cry because big folks do not cry. It is told to notice how well Jimmie or Nellie behaves. The child is encouraged when it does well, and rebuked when it fails.

Later in school, the child is encouraged to make good grades—to be at the head of its class. Nearly all of the child's training has the competitive urge rather than doing things for their own sake, and it is natural that this should be so because Americans are a competitive people and naturally continue to transmit the suggestion of competition to each other in countless ways. It is logical then that the boy or girl would be permeated with the idea of competition and would seek ways of satisfying this developed and directed attitude.

For education and particularly physical education to fail to recognize this early training and subsequent later training in moulding its program would be to fail in the very essence of its educational practice.

In any group of individuals there are many likes and dislikes and we find one individual interested in one game and not interested in another game. For this reason the intramural program is rich in the activities it offers. The individual, where the program is well organized, may choose from many games and sports; such as football, baseball, track, tennis, golf, volleyball, playground ball, swimming, handball, wrestling, boxing, fencing, tumbling, soccer, speedball, archery, horseshoes, etc. This wide range of activities accommodates a large number of individuals. This number is still further increased by expanding each activity to accommodate all who wish to participate. Instead of having merely one team in each sport, there may be five or ten, or even twenty or thirty; the number of teams organized is entirely dependent upon the number who wish to play, and of course, in some instances, upon the facilities available as to space and equipment.

It will be seen from the foregoing that intramural athletics not only absorb the interest and leisure time energy of those students not members of varsity teams, but intramural athletics also offer to the student a pleasant and wholesome occupation and use of leisure time. The student is able to fill his entire leisure time with the type of activity which he enjoys most. It is not necessary for him to resort to questionable amusement for want of something to do.

I have referred only to the boy in this discussion, but the girl's program of intramural athletics is about as well organized and quite as beneficial and satisfying to the girl as the boy's program is to the boy.

Intramural athletics develop sportsmanship, cooperation, good fellowship, friendliness, and many other desirable attitudes because of the conditions under which the games are played. The boy must compete against fellows of his acquaintance, perhaps even his roommate. For this reason he can ill afford to be a poor sport or a mucker. If he does not play the game and live up to what is expected of him, he must face the disapproval of his fellows and it takes a hardy soul to stand this even when he is urged onward by a great ideal, much less when he knows in his heart he is being mean and churlish. The physical values that accrue from intramural athletics, such as speed, skill, increased functional activity, and generally improved bodily health, are all more or less obvious and for that reason need not be discussed here.

Other values that are of importance, in some instances more important than health, are the attitudes that the individual forms, or may form, through participation in games and sports. Take the question of making decisions. Everyone is continually called upon to make decisions. They are a part of everyday life. They range from the trivial to the stupendous. For some the making of a decision, large or small, is an easy matter once all the facts are in; for others, almost every decision is fought for over a battleground of mental anguish and fear, and even the making of the decision is no guarantee that mental ease will prevail, because the fear of possibly having made a wrong decision remains to torture the individual until the correctness of the decision has been assured.

It is here that physical training finds its place, because a motor element is present in all processes of choosing. Competitive games offer a rich field for the making of decisions, partly because of their rich motor content and partly because of the great number of decisions each player must make.

Individuals differ in their interests. This is fortunate because were they all of like interests but few could be successful in the competition for leadership; therefore, as many interests will be developed among individuals as there are avenues for leadership. Each will seek the competitive field where the chances of success for him are greatest. It follows then that physical education should offer many avenues for leadership.

The major sports of football, basketball, baseball and track, if carried to the saturation point in both varsity and intramural competition in the public schools or the colleges, will interest only a part of the student body. There will still be a majority of the students who, not being able to achieve success in these activities, will be the lookers-on. To reach this latter group of students, other games or activities must be fostered, such as hiking, horseshoe pitching, swimming, bowling, rifle shooting, handball, volleyball, wrestling, boxing, tennis, golf, skiing, boating, archery, fencing, gymnastics, skating, etc. The opportunities for success can be further multiplied by combining several of the above mentioned games and events into groups similar to the pentathlon or decathlon. The idea of grouping events or games like golf, where an individual score is kept, gives the individual who is fairly good at everything but not a champion in anything, his chance to show his all-round ability.

It is generally agreed that a healthy body is necessary for a healthy mind and for both to remain healthy each must be exercised through healthful measures. To promote this healthy unity of mind and body, it is

*(Continued on page 48)*

# Grand Rapids Program

## *For Health, Physical Education, and Recreation*

By

LESLIE A. BUTLER

*Superintendent of Schools, Grand Rapids, Michigan*

THE adoption of the sevenfold educational program by the Department of Superintendence, the National Congress of Parent-Teacher Associations, and the American Legion, jointly, makes clearer than ever before that all departments of our educational system are responsible in part for the general health and physical education of America's citizenry.* Let it be recalled that the platform comprises seven planks, namely (1) Health; (2) Worthy home membership; (3) Mastery of tools and techniques of learning; (4) Vocational effectiveness; (5) Wise use of leisure; (6) Useful citizenship; (7) Ethical character.

The least of these is not Health. Nor is it contemplated that in interpreting the program these planks are to be considered as isolated and unrelated objectives in American education. They have been separated merely for emphasis and clarity.

This was recognized in Grand Rapids by the hygiene group serving as a sub-committee of a general committee on general revision of all the curricula when it reported for the junior and senior high schools as follows: "This committee feels that in a more progressive situation, the major responsibility for health instruction is not placed upon the physical education department, but is placed equally among general science, biology, household arts, and physical education departments."

The list of Grand Rapids objectives in health and physical education for the elementary grades is offered with misgivings because of a fear of wrong interpretation. They are quite comparable to the anticipated outcomes of an activity program. In other words, we have come to the conclusion that it is possible with the objectives as guides to provide activities that will lead to desirable outcomes in physical and health education as well as in the social studies. These objectives were prepared by a committee of regular grade teachers, physical education teachers, and elementary principals, and were revised several times following discussion by larger groups. The curriculum editor and the supervisors were called frequently into conference. For more than a year Dr. George Kyte of the University of Michigan served as a consultant and also conducted university extension classes in curriculum construction in which many of the committee members were students working for university credit. The point to be made here is that the health and physical education curriculum is the product of teachers who have participated in a group activity. They have formulated a physical education program as a result of investigating other curricula and scientific studies, and the aims were set up in the light of individual and social needs.

No other one activity has been of more lasting benefit in recent years in bringing order out of chaos than the effort of teachers themselves to formulate educational programs that may conform to the requirements of a changed and changing society. In the process of constructing and testing, theory and practice have been brought more into harmony, phantasmagorial notions have been consigned to the educational junk heap, worthwhile educational philosophy and educational psychology have been clarified, and the results of scientific investigation and research have been appropriated for definite use. The curricula thus obtained are, we trust, invaluable, but the improvement of the thousands of teachers who have participated in the work transcends all else in importance.

For many years Grand Rapids has boasted that it has a playground within a half mile of every child. In the judgment of the speaker, the city has a right to be proud of this fact. The statement, "The boy without a playground becomes a man without a job," is much more pertinent than it was before. It is our desire to provide situations leading to desirable experiences of living and thus eliminate the grouch before it becomes chronic. With two exceptions we have a gymnasium in every elementary school and every high school in the city. Two old buildings are to be remodeled during the next twelve months and when this work is completed our physical education equipment and facilities will be quite satisfactory. The minimal size of our elementary school building sites is ten acres, and for high schools as much larger areas are obtained as seems expedient.

MORE and more are we correlating and coordinating the work of physical education and all other special departments with that of the academic subjects under the regular classroom teacher. Years ago departmentalization of special subjects like physical education was necessary because the classroom teacher had neither training nor the point of view which would warrant giving her any responsibility in any field outside of the academic subjects.

There is, however, a necessity at the present time in teacher training institutions for greater emphasis on preparing the classroom teacher for greater responsibility in the health and physical education aspects of her future children's development. Too many teachers come to their schools for the first time thinking of dispensing literary lore, geographical and historical information, and perhaps of developing writing and arithmetical

* Paper delivered before the Health and Physical Education Section meeting of the National Education Association, Detroit, February, 1931.

skills. There they believe their responsibility ceases.

The very presence of a physical education teacher causes them to be unconcerned as to the children's physical education requirements. Increasing the minimal period of attendance at teachers' colleges for all candidates for a life certificate to three years—and we trust only a few years hence to four years—will make it possible for the prospective teacher when in training to devote more time to special subjects of which physical education is not the least important. But teachers' college authorities will need to re-survey their requirements. Merely adding a year or two years to the resident requirements and allowing the student to increase his electives at random will not be taking full advantage of the opportunity the increased mandatory attendance affords.

In general there are two groups of students in the physical education department of teachers' colleges: those who are expecting to become special physical education teachers; and those who are required to take certain prescribed courses for reasons of personal health and with little thought of these courses functioning in their own lives later, and surely without any suspicion that they are preparing to function in any degree as teachers in that field later.

LESLIE A. BUTLER

Athletics in all our schools, elementary, high, and junior college, are provided for enjoyment and for maintaining and improving the students' physical condition and for inculcation of high ideals and high standards. No coaches are employed merely for coaching. In other words every coach has a regular full time school job in addition to his coaching work. Occasionally a physical education instructor does some coaching. Frequently an academic teacher is a coach or an assistant coach. In every case the coach must have the intellectual background expected of any other member of the faculty and must have at least minored in health and physical education or cognate subjects in college. He is informed at the beginning of his work that the number of games his teams may win will not have any material bearing on the time he will remain a member of the staff. We expect all our coaches to maintain an active interest in our Y. M. C. A. groups. The interest of the coach and other faculty heroes in our Hi-Y organizations is a powerful factor in setting up and controlling moral standards in the high school. We will expect that our coaches will have a reasonable amount of culture, and that their choices of pleasures and diversions will give evidence of growth in and the acquisition of desirable personal attributes.

One of the important phases of the physical education program in Grand Rapids is its all-inclusiveness. There is opportunity for everybody to participate in some form of physical activity.

(1) The day schools which house approximately thirty thousand children carry on the usual class work in the gymnasiums and, when the weather permits, on the outdoor playgrounds; also, many more students than formerly participate in extra-curricular athletic activities. Especial emphasis is placed on the intramural athletic activities.

(2) The evening schools conduct regular gymnasium classes for adults with paid instructors most of whom are day school instructors in gymnasium classes.

(3) Regular social centers are conducted for adults and students in the gymnasiums at which 125,000 to 150,000 attend each year. These activities consist of basketball (approximately 150 teams, organized into leagues), parties, banquets, moving pictures, dramatics, arts and crafts, soccer, playground ball, playground baseball, volley ball, tennis, golf, skiing, skating, hockey, and others.

The brief tabulation shown at the bottom of this page will explain in part the amount of the social center work.

Much serious effort is devoted to encouraging the utilization of idle time for recreational purposes. The sociological implications of the leisure hour problem are more significant than ever before. Interstate commerce commissions, state legislatures, labor unions, and even large business units, by decreasing the number of hours of labor, have correspondingly increased the number of hours of leisure. The unemployment situation has accentuated the problem considerably in recent months. Someone has said that idleness is the root of all evil, and someone else that there is only one employer of the unemployed and his name is

*(Continued on page 48)*

SOCIAL CENTER YEARLY REPORT

| | *Participation* | *Spectators* |
|---|---|---|
| Tennis | 124 | 1500 |
| Golf | 96 | |
| Playground and Baseball | 1052 | 28800 |
| Hockey | 200 | 1000 |
| Soccer | 4120 | 16560 |
| Ukelele | 440 | |
| Community Singing | 500 | |
| Dramatics | 2840 | |
| Women's Gymnasium Classes | 6360 | |
| Men's Gymnasium Classes | 800 | |
| Basketball | 14212 | 43025 |
| Handiwork | 1040 | |
| Movies | | 3500 |
| Social Gatherings | 3500 | |
| Skating | 150 | 1200 |
| Skiing | 150 | 2000 |
| | 35584 | 97585 |
| | | 35584 |
| Total participants and spectators | | 133169 |

*Prepared by a Committee of the A.P.E.A.*

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GEORGE T. STAFFORD, *Chairman*
*University of Illinois*

# A Symposium of Preventive and Corrective Physical Education

*Dedicated to the Memory of Lillian Curtis Drew*

## Part IV. Organization and Administration

### A. Elementary Schools

*Corrective Program in Relation to Health and Physical Education Program for All:*

THE organization of corrective physical education for an elementary school must be considered in relation to the organization of a health and physical education program for an elementary school.

The most outstanding point in the organization of a corrective program is the organization of a constructive health and physical education program for all children.

The organization of a health and physical education program involves:

1. Medical examination for all children, with follow-up.
2. Classification for activity.
3. Varied types of activities suited to age period.
4. Adequate play space.
5. Suitable equipment.
6. Attractive rest room.
7. Facilities for rhythmical activities.
8. Attractive corrective room.
9. Physical plant—scientific attention to light, ventilation, dust, seating, etc.
10. Activity program; emphasis on music, art, nature study, play, dramatics, building, constructing, etc.

*Corrective Physical Education:*

Corrective physical education can be organized in an elementary school in several ways:

1. Corrective teacher assigned to large elementary school.

This method in a city with twenty elementary schools would cost the district at least $40,000. This would give the teachers a salary of only $2,000 each. Impractical because of cost.

2. Corrective center (corrective teacher and equipment) placed in one elementary school. Other schools in the district send children to the corrective center.

The corrective center has been tried in several cities. It has not proved entirely satisfactory due to the following:

*a*) Distances to be traveled, car fare.
*b*) Children do not like and should not be called upon to miss their school work.
*c*) Children who are assigned to corrective classes are the physically incapacitated children who are not able to travel long distances.
*d*) Difficulty in creating the right atmosphere for children in school away from their "home school."

3. Corrective teacher assigned to ten large elementary schools (or five) to work with class room teacher and pupils once a week. Class room teacher works with the boys and girls daily. See "Corrective Physical Education for Groups," Lowman, Colestock, Cooper: *Organization of Physical Education in Elementary Schools,* Ch. XVII, p. 150.

4. Definite cooperation with orthopedic clinics and corrective gymnasia for physically incapacitated should be made where possible — school departments should not assume responsibility for treating pathological cases except under expert guidance.

*Organization of Corrective Classes, Grades 4-5-6 (and 7 and 8, if included in an elementary school):*

In a small elementary school where there is one fourth, one fifth, and one sixth grade, there are three teachers available for instruction of physical education. (In large schools there are increased possibilities for combination of classes.) These classes have their physical education at the same time each day; one teacher handles the boys, one teacher handles the girls, and one teacher handles the boys and girls who are assigned to corrective class.

The corrective teacher visits and supervises the class one period a week.

The assignments for the class are made by doctor, supervisor or corrective teacher. Recommendations for assignment to class may be made by parents, teachers, nurse, etc.

A thorough posture examination is given each child, and a card is made out by supervisor with posture defects noted.

This card is in the hands of the class room teacher and is accessible to the corrective teacher who works with the group one period a week.

(Taken from records, Pasadena City Schools.)

E. M., 1927
E. S., 1928

*Right*—E. S., 1928. *Improvement marked. Needs more work for upper back*

*Important Points in Instruction of Corrective or Posture Classes by Class Room Teacher:*

1. Examination and classification of pupils for classes by trained individual
2. Instruction of teachers (teachers' meetings)
3. Activities outlined
4. Structural and organic defects referred to orthopedist or examining physician—Exercises under direction of orthopedist.
5. Elimination of students with structural and organic defects from class work if students do not follow recommendation to see physician—assign to rest or light recreation.

*Program of Activities for Corrective or Posture Classes in grades 4-5-6 (7 and 8):*

Weekly program, corrective class, should consist of three periods of exercise and games, one period of sports, one period of rhythmical activities (sports and rhythmics may be taken with the regular classes).

Weekly program, regular class, should consist of one period of posture exercises, three periods sports and games, and one period of rhythmical activities.

The game activities and the rhythmical activities of the corrective classes should be related to and in some cases taken jointly with these regular classes.

The value in this organization lies in the fact that the pupils assigned to posture or corrective classes do not feel withdrawn or in any way "out of things."

*Organization of Classes for Beginning Teachers:*

If teachers are not familiar with the type of exercises suitable to get results in correcting poor posture, the following may be advised until teachers' meetings and conferences are possible:

1. Give all exercise (traditional or exercises that you are familiar with) in a sitting or lying position.
2. In the small group that you are working with get the best possible position of the segments of the body in each exercise. Correct and help especially those who have the poorest positions.
3. Have pupils assume the best standing position, the best sitting position and the correct position of the feet in standing and walking, each day that you meet the class. Encourage pupils for good results.
4. Make your game program enjoyable.
5. Show the pupil that you are interested in each individual, and wish to help him "look well," "stand well" and "be well."
6. Follow definite outline or schedules of exercise published that have been pronounced best for the majority.

With this type of organization teachers are instructed at teachers' meetings according to group assigned. Teachers' meetings are held three times a year—fall, winter, and spring—for boys and for girls and for corrective classes. For exercises and games for elementary schools see "Corrective Physical Education for Groups," Lowman, Colestock, Cooper: *Remedial and Corrective Schedule Elementary*, pp. 315-381, and p. 441.

The program for those pupils who do not need specific posture instruction can be very largely a play program with this type of organization. As suggested above, one day of posture instruction and exercises is recommended, three days of sports, and one day of rhythmical activities.

The program for corrective or posture classes may be outlined according to needs of specific groups—two or three periods of exercises and games, one or two periods of sports and one period of rhythmical in a week.

ROUND HOLLOW BACK ROUND SHOULDERS — ROUND BACK ROUND SHOULDERS

(Taken from records of San Francisco City Schools. Published by courtesy of Mrs. Jane Arnold Graves, Supervisor Physical Education, Elementary Schools.)

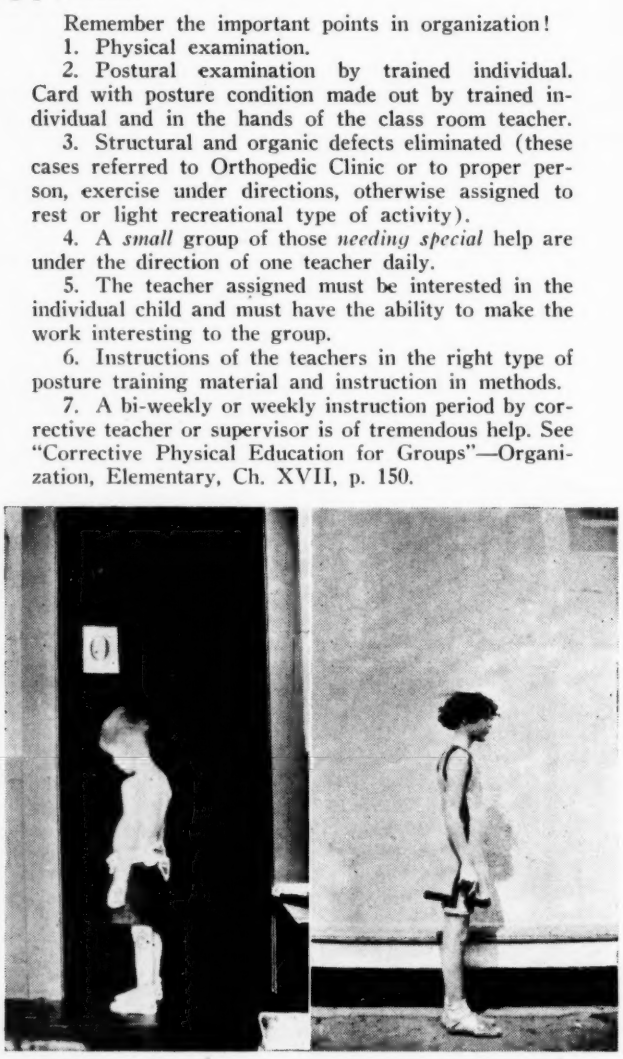
This type of posture training with exercises in recumbent and sitting positions and corrective games given to those pupils who need it, brings more specific and better results than a general exercise program in standing position, for all, two, three or even five periods a week.

*"Corrective" or "Posture Class" handled by class room teacher.—Advantages, Disadvantages, Essentials.*

"Some may say" that the organization of such groups places in the hands of class room teachers work that they are not trained for, and that there is danger that the class room teachers may do more harm than good. These objectives can be overcome by the following procedure:

Remember the important points in organization!

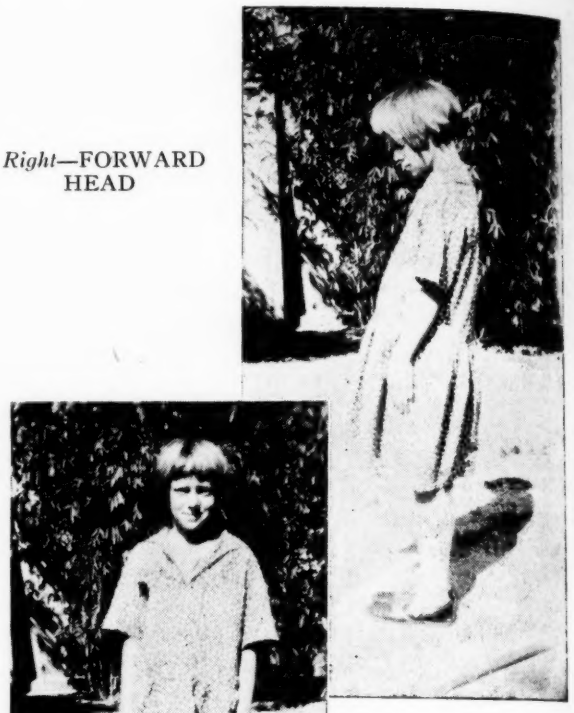
1. Physical examination.
2. Postural examination by trained individual. Card with posture condition made out by trained individual and in the hands of the class room teacher.
3. Structural and organic defects eliminated (these cases referred to Orthopedic Clinic or to proper person, exercise under directions, otherwise assigned to rest or light recreational type of activity).
4. A *small* group of those *needing special* help are under the direction of one teacher daily.
5. The teacher assigned must be interested in the individual child and must have the ability to make the work interesting to the group.
6. Instructions of the teachers in the right type of posture training material and instruction in methods.
7. A bi-weekly or weekly instruction period by corrective teacher or supervisor is of tremendous help. See "Corrective Physical Education for Groups"—Organization, Elementary, Ch. XVII, p. 150.



ROUND SHOULDERS PROTRUDING ABDOMEN ROUND HOLLOW BACK

*Comparison with Traditional Organization in Elementary Schools:*

The traditional organization in elementary schools is a program in which all participate in the same types of activity under the direction of the class room teacher, regardless of needs, and without classification for activity (other than grade). The program of activities



*Right*—FORWARD HEAD

*Left*—ROUND HOLLOW BACK

is made up primarily of large group exercises, or calisthenics, and games. In large group exercises taken in the standing position, all of us are familiar with the "poor posture" that the exercises induce.

The *presentation of even the traditional exercises* in *recumbent* and *sitting positions* eliminates a great many of the poor positions induced by the exercises, and relieves the strain on poor and weak feet.

The *segregating of the poor postures* into a *small group* makes it possible for a teacher to *help* and *correct individual positions,* which is not possible when one teacher handles a class of thirty or forty boys and girls.

The *handling* of the poor *postures in small* groups makes it possible to place emphasis on *foot exercises.*

*Organization of Corrective Classes, Grades 1-2-3:*

ASSIGNMENT OF PUPILS. Children in grades 1-2-3 who need help for specific defects in posture and feet are given corrective exercises and games one period a week by a corrective physical education teacher.

During the daily physical education period these children may be assigned to the regular physical edu-

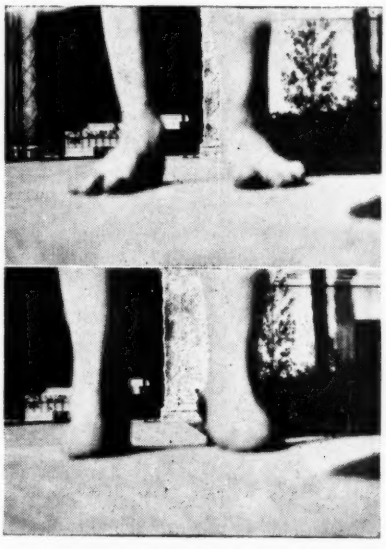
cation program with their regular class room teacher or they may be assigned to a rest period according to need.

ASSIGNMENT OF TEACHERS. One corrective physical education teacher is assigned to 5-10 large elementary schools. She meets the lower grade children and the corrective squads (in charge of class room teacher daily) one period a week. The corrective teacher travels from one school to another. She is assigned to a school one day or one-half day a week according to size and needs of the school.

The posture cases in the lower grades are largely foot conditions and poor standing position ("fatigue posture") due to lack of understanding of correct position of the body segments. A corrective exercise period twice a week or three times a week would give added value. The period once a week is advantageous and can be made to bring excellent values to the lower grade children. The rest period is recommended for the younger children, when posture and foot defects are marked. As posture and foot defects are usually due at this age to mal-nutrition, fatigue and lack of understanding, the *daily rest* period and weekly "specific corrective exercise" period may be made to bring splendid results.

*Elimination of Mal-Nourishment Important:*

It must be remembered that in the organization of corrective classes for younger children, as well as for the older students, the building up of nutrition is an



FLAT FEET, SECOND GRADE BOY
(Taken from records, Pasadena City Schools.)

important factor. Correct habits of rest, sleeping, eating, play and work, all contribute to normal growth and development. The removal of growth handicaps and the establishment of correct health habits are essentials in the organization of a constructive physical education program for all students.

*Better Training of Class Room Teacher Necessary:*

If our class room teachers do not know and do not understand the principles of "correct posture" we must see to it that these principles are taught. The schools training the teachers and the supervisors in charge of elementary school physical education must teach the class room teacher the fundamentals of "how to stand, sit, and walk correctly." The class room teacher must understand the fundamentals of correct posture, not only that she may be able to teach it in the physical education period to the small group of boys and girls who need help especially, but because correct posture must be taught and lived at all times throughout the school day, during the music period, the story telling period, the oral English period, etc.

Quoting from Klein and Thomas, "Posture Exercise" (U. S. Department of Labor, Publication No. 165, p. 3 and 4.):

"To get the best results the organization to teach body mechanics in grade schools should consist of an orthopedist, supervising physical education teacher and the grade teachers, to mention the most important last. The grade teachers are the most important persons in the entire organization. They teach posture daily to the children."

*Types of Poor Posture in Elementary Schools:*

Groups assigned to corrective physical education in the elementary school include the following:

1. Postural Deviations.
   - (1) Kypho-lordosis (Round hollow back)
   - (2) Lordosis (Hollow back)
   - (3) Round shoulders
   - (4) Uneven shoulders
   - (5) Flat feet
   - (6) Pronated ankles
   - (7) Scoliosis
   - (8) Miscellaneous (Incorrect balance, poor gait, etc.)
2. Structural Deviations.
   1. Torticollis (wry neck)
   2. Infantile paralysis
   3. Spastic paralysis
   4. Third degree flat foot, knock knees, bow legs.
   5. Pigeon chest—funnel chest
   6. Miscellaneous (organic cardiac—respiratory, etc.)

*Poor Posture — Elementary School Children:* See the illustrations accompanying this article.

*Types of Poor Posture—Secondary Schools:*

Types of cases found in the corrective classes in junior high school, grades 7-8-9-10, with the corrective procedure, are illustrated in the 1929-1930 report of a corrective teacher for one junior high school.

The cases reported are cases referred to a consulting orthopedist. Examination, November, 1929.

B.G.—Feet in serious condition. Doctor recommended a cast; heels corrected. Shoes are corrected. B. is taking exercises regularly at home and at school.

R.D. — Lateral curve — structural — marked protrusion on back. Under doctor one month for treatment at Dispensary, '28-'29. Doctor thinks posture and back improving. Exercise at home and at school continued.

V.B.—Knee slips out. Limit exercise. See doctor next time she has trouble. Knee has not bothered her again this semester.

E.S.—Third degree flat feet. Surgery had been recommended by orthopedist in 1927. Doctor recommended strapping. E. went to Dispensary, had feet strapped. Some improvement; still some pain in feet.

(Examination May 7, 1930.)—B.W.—Mrs. W. has been taking B. to a "brace man" in Los Angeles. B. has been wear-

ing very heavy steel supports in her shoes for which she paid $35.00. Doctor recommended that supports be taken out and that B. get a good oxford with a soft support. Recommended strapping—follow up with correct shoes and exercise.

A.G.—Hollows in chest wall. Hollow back. Doctor recommended specific application of breathing to fill out hollows in chest. Abdominal and low back exercises recommended.

B.G.—Doctor has recommended cast in November. Doctor pleased with correction. Says cast will not be necessary now. Recommends strapping and follow up with exercises and corrective shoes.

M.R.—Total left curve—feet. Work on alignment of shoulders and feet.

Special attention must be called to the fact that structural cases are also found in the elementary schools. These need serious attention and immediate care by an orthopedic surgeon.

### B. Junior and Senior High Schools

*Corrective Program in Relation to Health and Physical Education Program for All.*

The organization of corrective physical education for the high schools must, as with the elementary school, be considered in relation to the organization of a health and physical education program for the high schools. In schools where the emphasis is on sports for the athlete alone, the program of corrective work must suffer. In schools where the emphasis is on sports for all, those needing corrective work can be handled by the following group method:

"Regular." (Those physically able to take the strenuous athletic program.)

Group Corrective. Same as for elementary school group with the addition of albuminuria cases. Very little difficulty is encountered in working with this group if the teacher classifies the members into smaller groups, e.g., a posture group, a weak feet group, etc. The aim in working with the group corrective type is to fit the individuals so that they may return to the normal group with their defects corrected and with a thorough understanding of how to avoid a recurrence of these defects.

Individual Corrective and Remedial. Same as for elementary but with the following additions: thyroid cases, menstrual, cardiac disturbances, those with injured limbs, arrested tuberculosis and other types of ill-health which require individual attention and protection from further injury.

Nutrition Group. Because of the large number of undernourished children in the schools today (6,000,000 out of 45,000,000) some provision should be made to correct this condition. With the cooperation of the home economics department a great deal can be done in teaching food values from the health standpoint. These students should be taught balanced diets and should be given suitable physical activity. In many cases rest is given in place of physical exercise. Owing to the incessant activity of many of these undernourished individuals, the major part of the physical education work may be cared for by the next division.

Rest Group. Post-operative cases, tuberculosis suspects, undernourished, nervous, etc. For these, supervised rest is provided during the regular physical education hour.

Where the organization is elastic enough, it is well to provide for a special "Recreation Group." In this group, work is done with two types of individuals:

> 1. Those who must be restricted in their activity because of recent illness, slight hernias, functional heart cases, etc.
> 2. Those who have been in corrective work for some time and whose conditions have been relieved, but they do not coordinate in game activity. In many cases they have never played. This group should be taught how to play so that they can enter into the games with the other children without that feeling of "not belonging" or "spoiling the game."[1]

Because of the added interest given to health in all schools today, there is a growing tendency in the high school to recognize the value of health. Health education is gradually coming into the high school. Physical education programs are being extended to include the students who show mediocre physical development as well as to include the athlete. In order to link up corrective work with health education and in order to make it possible for all departments in the school to cooperate in giving attention to the health of the individual, the committee recommends consideration of the California "Health Recommendation Report."

*Application of the Health Recommendation Report:*

In order to get the cooperation of other school agencies in improving and giving consideration to the physical condition of the student the health recommendation card is recommended.

The health recommendation report gives essentials in health information and is filled out by the doctor and the corrective teacher for all students recommended for a restricted program in physical education or for rest.

The report is on file in the office of the administration for the information of the counselor and vice principal, dramatic teacher, music department, club advisors, etc.

This information is placed by the counselor in the permanent record card which is sent with the student to the high school and to the college.

It contains indications as to reason for restricted assignment with opportunity for seriousness of condition or conditions to be checked. Assignment may be made for any one, or for all, of the following, which are checked on record: posture, feet, cardiac, nutrition, general organic. The card contains: (1) the doctor's recommendation for school program — regular, light, part time; (2) doctor's recommendation for extra curricular—unconditional, conditional, prohibitive.

With this report made accessible for each student who is "below par" physically, to counselor and vice principal, club advisers, etc., protection is given to the student when the academic and extra-curricular programs are made up. Some adjustments are required in both extra-curricular and academic programs.

For instance, one student who is much fatigued, and who has "posture," "nutrition," "feet," marked against

*(Continued on page 54)*

[1] Stafford, George T. "Preventive and Corrective Physical Education," New York. A. S. Barnes & Company, 1928, p. 36. See also Lowman, Colestock and Cooper, "Corrective Physical Education for Groups," A. S. Barnes & Company. New York, p. 136.

# Are Games Enough?

By

MABEL B. DAVIES

*North Wales Training College, Bangor, England*

NO one can question the social and educational values of well coached games. They give chances of coolness in constantly recurring emergencies, of grit and endurance, initiative and resource, of working amicably in a team, of winning and losing without displays of emotions. They give opportunity for vigorous physical activity, for getting breathless, and hurrying on the whole body metabolism, but, even with the utmost care in arranging of teams and in coaching, it is impossible to equalize chances of activity for everybody taking part in any one game.

Active energetic players, of initiative, are inclined to do more than their share of the work while the more inert, diffident player may get cold and hence lose interest in the game. This can be partly remedied by judicious coaching.

Again teams playing may be unequally matched so that play is all at one end of the field or court. Thus some players are over- and others under-worked.

The playing also of one particular game and in one special "place" in it, means that certain sets of muscles may well be over-exercised to the exclusion of other groups, the right arm, for example.

Games' playing too may but does not necessarily train neat, graceful movement in everyday life. There may be more call on comparatively clumsy strength.

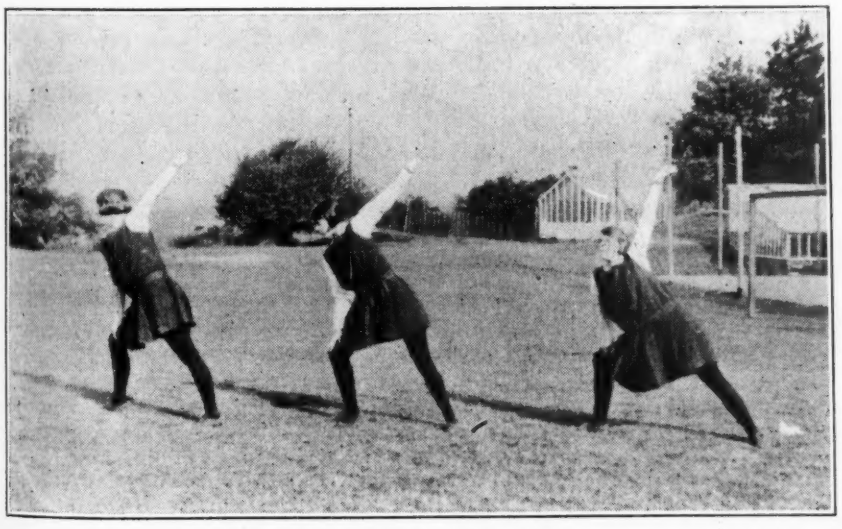
The exercise part of the physical training lesson, on the other hand, aims to give every one, skilled or less skilled, an equal chance of taking part in activity, to provide balanced exercise for all parts of the body, to arrest and prevent poor, uneconomical posture and to give a positive aim and interest in maintaining a good posture, together with training in agility, lightness of foot and ability to respond instantly to unexpected directions.

Good posture is important to the body because it gives an index of sturdy physique and potential energy, and of reasonable self-respect and self-confidence. Almost without knowing it, we judge people we meet for the first time by their posture, the way they hold themselves.

An habitually good posture is economical of nervous and muscular energy; it allows the body organs to maintain their correct relative positions and so to function the better. The heart has room to beat, the lungs to expand fully, the stomach is not crumpled up and compressed by the sagging forward of the thorax and so can digest food easily.

Girls, and boys too, of eleven to sixteen, grow quickly and at first more in height than in width of trunk. Thus for this period, the muscles have extra work to do to keep the body upright, and tire more quickly, particularly if there has to be prolonged sitting in cramping desks. This readily results in the overgrown adolescent dropping into a relaxed posture as a "rest." Gradually this "rest" position becomes habitual; to support the body in a good posture soon comes to *feel* wrong, awkward and conspicuous. The muscles have adopted a wrong "habit" length, so that the adolescent cannot really stand upright even with effort, or, if the position can be attained, finds it so tiring that it cannot be maintained.

Thus senior children do need definite exercises to correct postural defects and to give a muscular sense of right posture. These exercises are head and trunk and arm exercises, although balance and lateral trunk movements help also. Among these exercises a proportion definitely aim at maintaining suppleness of joints. In the cramping conditions of the average life, the full range of movement of any joint may be rarely used, with the result that the lengths of the muscles round the joint become less and the full range of joint movement is lost. This suppleness depends on the length to which the muscles can stretch passively. Muscles need to be strong to contract and shorten, but need to keep the power to stretch out fully. Single arm circling rapidly, touching the toes with the knees straight, and "feathering" in knees full bend position are examples of joint loosening work.



SINGLE ARM CIRCLING

*Loosens the shoulder joint muscles for deeper breathing*

*(Concluded on page 58)*

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**Vol. II** **SEPTEMBER, 1931** **No. 7**

**Margaret McKee**

THE death on June 5th of Margaret McKee was a surprise and shock to the many people who have been associated with her in physical education work. The seriousness of her last illness was comprehended only by herself and a few intimate friends.

The profession will miss the unusual personality and talents of Miss McKee. She not only had the genius for making far reaching plans but also the inspired leadership that could carry them through. For years she has been an active force working for the progress of physical education, whether local, state, sectional, or national. She was the founder of the Iowa State Physical Education Society. She has been President of the Middle West Society of Physical Education and Vice-President of the National Association. Her membership on many Councils was never a passive one. Margaret McKee stood for action, courageous action, and it was not in accord with her principles to accept honors without fully accepting at the same time the duties and responsibilities that accompanied them.

The memorial notice of the Middle West Association of Physical Education which is printed on this page gives a record of many of the achievements of Miss McKee's career. To the Editor, the amazing significance of her work is demonstrated by the place she won in the affections of her own community, Des Moines. As Supervisor of Physical Education for the Public Schools and later of Community Recreation, she so impressed the magnetism of her personality upon the citizens of this large community, that the papers gave front-page headlines to her life history. Her funeral was attended by hundreds, and the city itself is planning to erect a memorial to her.

It is gratifying to know that a physical education and recreation leader can so impress the value of this work upon the community at large. Margaret McKee has made physical education a dynamic force wherever she undertook its promotion. Her life work should stand as an example to the teacher who may be hesitant about the importance of his or her work. To those who knew Margaret McKee, she will be remembered not only for the leadership she assumed, but also for her vivid and colorful personal qualities, her courage, her enthusiasm, her humor, her friendliness, her graciousness, her willing helpfulness, and her sincerity.

**In Memoriam—Margaret McKee**

THE death of Margaret A. McKee in Des Moines, June 5, 1931, has meant a loss which no printed resolutions can adequately express. To Physical Education and Recreation she gave a vigorous life of fine professional service. As Supervisor of Physical Education in the Public Schools in the City of Des Moines, she carried a degree of administrative responsibility not often given to a woman. In this work and, later, as Director of Recreation, she gave to the city twenty years of enthusiastic and effective leadership. A rare personality carried her influence beyond administrative detail into the lives of pupils, teachers, and men and women of Des Moines.

The State owes to her the organization of the Iowa State Physical Education Association. For many years its president, she worked untiringly to increase the recognition given to Physical Education in the State Educational program. She was largely responsible for the law making Physical Education a required subject in all schools.

The Mid-West Society of Physical Education valued so highly her contribution that she has been almost constantly a member of its council. She has also been honored with the Presidency of the Association.

To National organizations in her field Margaret McKee has also contributed. She has served the American Physical Education Association as Vice President and in many terms of council membership; the National Recreation Association in a variety of responsibilities; the National Amateur Athletic Federation, Women's Division, as a member of its Executive Council.

But no list of official honors represents in any sense the real meaning of her life. A genius for friendship, radiant enthusiasm, clarity of insight, wit that was never cutting, selfless courage, a direct honesty balanced by fine and graceful tact—these inner qualities gave her the loyal response of all who knew and worked with her. So it was that her ideals of Physical Education and Recreation—her love of sportsmanship, her zest for play, her respect for health—were brought close to the lives of hundreds. The life of Margaret McKee gives us a glimpse of what Education may mean as a Way of Living.

The Mid-West Society of Physical Education takes this occasion to express its appreciation of Margaret McKee as a colleague and a friend. We wish also to extend to her family and close friends our deep and sincere sympathy.

*Necrology Committee:* Elizabeth Halsey
Winifred Tilden
Ruby Holton
James E. Rogers
D. Q. Williams.

**The Ten Cardinal Points**

THE cover of the JOURNAL this month contains the final report of the Association Committee on Professional Objectives. The report was accepted at the Detroit Convention last spring and the committee was commended for its excellent work. This important committee was appointed during Dr. Maroney's Presidency. Its membership was representative of the entire country, containing twenty-four men and women leaders in the different fields of health and physical activity as found in public schools, colleges, and recreational organizations. Dr. Jesse F. Williams was chairman of the committee and was assisted by the following members: Dr. A. K. Aldinger, Miss Alice Belding, Dr. John Bovard, Dr. David K. Brace, Dr. Harry Burns, Miss Rosalind Cassidy, Miss Mary C. Coleman, Miss Myra Crossman, Miss Ruth Evans, Miss Vera Gardiner, Miss Dorothy Gibling, Miss Mary Gross, Mr. A. S. Hotchkiss, Mr. Kraft, Dr. C. B. Lewis, Professor Frank S. Lloyd, Dr. Sven Lokrantz, Mr. C. M. Miles, Dr. C. O. Molander, Miss Alma Ruhmschussel, Mr. Henry J. Schnelle, Miss Helen Smith, Miss Blanche Trilling, and Miss Mary Weiss.

An interesting feature connected with this platform of the American Physical Education Association is the fact that the committee, through Dr. Williams, its chairman, has volunteered to write a short and pertinent editorial on each of the "Ten Cardinal Points." These editorials should help to enlarge and clarify the thought of the concisely stated objectives and should furnish the association members with valuable guideposts by which to plan and direct the program of health and physical education in their respective communities.

**Congratulations to Ohio**

AS the JOURNAL goes to press, word comes that an emergency appropriation has been granted by the Ohio State Board of Control to continue the state supervisorship. The full salary and function of the state supervisor, Dr. Delbert Oberteuffer, was restored.

This announcement will have more meaning when it is understood that earlier in the summer legislative action was taken by the State of Ohio discontinuing its program of physical education. Since then there has been an eleven weeks' struggle to devise some means by which this program might be retained.

It is significant that while the Education Department, along with several other state departments, received a general cut in financial support, nevertheless Physical Education was not singled out over other divisions in Education for a reduction. This signifies that on sober reflection educational leaders realize that to abandon physical education means to abandon their most progressive educational philosophy. The philosophy that education must develop the whole child, the concept of education by doing, the principle that education is life as well as a preparation for life, the realization that health and school progress are correlated, the necessity to meet the new problems that increased leisure is bringing, the new interest in mental hygiene, in character education, in safety education, and in vocational guidance—these concepts need the health and physical education program for their realization. And, at the same time, the physical education program must heed its new responsibilities, must vitalize its program, and must make itself even more indispensable.

To return to the gratifying solution of the Ohio situation—it is an interesting commentary that Ohio was the first state to introduce a state law requiring physical education. This was in 1892, many years before other states took similar legislative action; and the law was largely brought about by the zeal of the Turnverein Associations, with their never failing faith in physical exercise, and by the support of the Women's Christian Temperance Union, which was interested in the teaching of a Physiology that would point out the evil effects of alcoholic drinks and of narcotics to the younger generation.

The first state to introduce physical education has another achievement to its credit in the decision to retain this program even in the face of most adverse and discouraging financial circumstances arising out of the present world-wide economic depression. We congratulate Ohio, and we also congratulate Dr. Oberteuffer for the courageous stand he has made.

Lastly, our National Association must be grateful to the new State Director of Education in Ohio, Mr. B. O. Skinner, who has befriended Physical Education in this struggle and whose request for its reinstatement was finally heeded. We wish the educational program in Ohio every success under his administration.

**Changes in the Journal Staff**

AS the new school year opens, some new members have been added to the editorial offices of the JOURNAL and the *Research Quarterly*. Two of the former assistants have left. Miss Lurene Prouse, who was on leave of absence from the Normal College at Ypsilanti while taking graduate work in Physiology at the University of Michigan, will resume her regular duties in corrective physical education this fall. Mr. Everett Lofberg, who had charge of the mechanical makeup of the Association's publications, has taken a new position in publication work.

To fill these vacancies, two new appointments have been made. Miss Helen Paulison, a graduate of Oberlin College and Columbia University, who has had extended teaching experience, will be the new assistant to the editor. In addition to her all-round professional education and experience, Miss Paulison possesses a valuable business training. She will aid in handling matters of interest to women in connection with the publications.

The mechanical work connected with the JOURNAL, *Quarterly*, reprints, advertising, etc., will be in charge of Lawrence Prakken, a recent graduate in Journalism.

Miss Elizabeth Henry will continue in charge of the subscription files.

These announcements should aid our readers in directing letters to the proper source for immediate attention.

# Organizing a Teacher Recreation Program

By
HAZEL D. REX
*Assistant Director of Physical Education, Toledo, Ohio*

THE teaching of skills, which will carry over into leisure time and aid in providing wholesome adult recreation, has become one of the objectives of the present programs of physical education. In most localities, however, such a program has not been in operation long enough to benefit the adult of today. Many times we hear grown-ups say, "If I could have had the opportunity to play which these children have, I might be enjoying games now." Such remarks led the Physical Education Department of Toledo Public Schools to attempt to satisfy this desire, in some measure at least, among the teachers.

An experiment was tried with about sixty teachers who were members of a recreational "gym" class, meeting once a week during fall and winter. The spring weeks were devoted to teaching the fundamental skills of golf and tennis and organizing hiking groups. All were enthusiastic and some continued the activities through the vacation months.

The results showed that adults are interested in learning skills if opportunity is furnished and that they acquire these skills quite easily.

Acting upon this conclusion a program was developed. The cooperation of the best golf "pros," tennis coaches, swimming teachers, and leaders was enlisted. The Physical Education Department selected the coaches, determined the fee which should be charged, and arranged the groups so that each was self-supporting. The Board of Education permitted the use of gymnasiums for indoor work in golf and tennis, and the city and clubs cooperated in providing space for outdoor playing.

After these preliminary arrangements, the following notices were sent to all buildings:

Notice No. 1—

Board of Education
Toledo, O.

Information concerning organization of groups for sports during Spring Term.

FOR WHOM—Supervisors, Principals, and Teachers of all grades, including high schools; also teachers of special schools and subjects.

WHEN—Each group meets each week, as scheduled.

WHY—Because:

(a) Many teachers have expressed a wish either to learn or to participate in some sport.

(b) Health, disposition and appearance *are improved* as a result of outdoor activity.

(c) Vacations are often much more enjoyable when one is able to join groups in play.

COST—Arranged according to size of group and type of sport chosen.

$2.50 for term of 6 lessons.

Swimming—$3.00 for term of 8 lessons. (Medical Examination extra).

CHOICE—You know your own ambitions and also your limitations. Choose wisely so that you will be able to finish the term. Do not be too modest in classifying yourself.

*Advanced*—does not mean professional—it means having mastered some of the skills so that you enjoy playing.

*Intermediate*—means a little experience in playing so that you can play some without direction.

Blanks are enclosed for signatures.

The first response was overwhelming. More coaches had to be secured before a schedule could be made.

Notice No. 2—

Board of Education
Toledo, O.

To the Teachers and Principals:

The enclosed schedule for sports was made after checking through the blanks returned to us. We endeavored to schedule groups at the time convenient to the largest number.

The interest shown far exceeded our expectations as the number enrolled to date is 273 representing 32 buildings. With the loyal cooperation and FAITHFUL attendance of each person who signed we feel that we can make this Sport Program for teachers a REAL success.

Cordially yours,
Physical Education Department

* * * *

Notice No. 3—An exact schedule giving sport, classification, time, and place.

* * * *

Notice No. 4—Schedule of organization meetings called to enroll members and collect fees. Ten was maximum allowed a group. Many late comers were disappointed because the classes were closed when filled.

Over 500 teachers enrolled in the various activities during the two years 1928 and 1929. (Entire teaching force about 1500). This shows conclusively that teachers respond to organized leadership for their recreation.

The results have been gratifying. Many teachers took an active part in play for the first time in their lives, and many others availed themselves of the opportunity to improve their game and to play more frequently. The spontaneous spirit of play carried over in many cases to school situations and benefitted groups of children. Teachers played, acquired skill, and *best of all, enjoyed it.* Is this not a worthy project for any Physical Education Department to undertake?

"A healthy, happy civilization calls us back to the worth of beauty in life and nature. We Americans are a quick moving, intense people. We transform our athletics into spectacular shows; we turn our love of flowers into highly organized garden clubs; and we think we see and enjoy the country as we speed along metaled roads in cars which shut out tree tops, the hills, and sloping fields.

"An immediate problem in the shortening of working hours is the use of our leisure. The cultivation of the little gardens, the children's game, the comradeship of poetry, the love of art in painting and music, the reading of finer literature, the quiet atmosphere of home and family, give real and lasting happiness. Let us dare to give play to our finer tastes, and, if we will, live the simpler life."

Bishop William Lawrence in January, 1931, *Atlantic Monthly.*

# How 500 Students Live

By

JULIA EMERY

*Social Studies, Wichita High School East, Wichita, Kansas*

IS a high school student some strange creature different from average human beings? Is he an amazing combination of little child and mature person? What do these students do outside of classes? What are their responsibilities and recreations? The opportunity presented itself to secure answers to these and many other questions. A study of existing student life has been made in order to assist in the organization of a health program in the public schools of Wichita. The major part of this article is based on the results from a questionnaire which was given to five hundred students.

Wichita is a place of one hundred and eleven thousand people in the heart of an agricultural area and has vigorous commercial and industrial activities. Wichita High School East has twenty-two hundred students. Most of the testing confirms the obvious appearance of students that they are an alert and physically healthy crowd of adolescents. Under the direction of Mr. Strong Hinman, Supervisor of Health and Physical Education, our students have physical education work one hour each day. Mr. Hinman has done much in developing the idea of physical education rather than mere physical training. Out of this already extensive physical education program a direct health program is being organized.

## Concerning the Questionnaire

THE SAMPLE:

The five hundred students to whom the test was given were enrolled in required academic classes. There were two hundred and twenty-five boys and two hundred and fifty-five girls who answered practically all the questions. There was practically the same number of sophomores, juniors and seniors.

THE METHOD:

Mimeographed questionnaires were given. No previous health campaign or coaching occurred and no names were given on the papers. The fact was emphasized that anything but truthful answers would defeat the purpose of the survey. From external appearances of sincerity and internal analysis of each paper, the work seemed as truthful and consistent as could be expected in a questionnaire.

The questions were derived from earlier experimental work. Every effort was made to phrase the questions in a neutral fashion so that the student would have an opportunity to state his own case. The tabulations of boys and girls were kept separately and also the three classes were kept apart. The purpose here was to see any outstanding differences between the boys and girls and also to discern the marked changes from the tenth to the twelfth grades. The following are the actual questions used:

THE QUESTIONNAIRE:

Classification .....
Boy.... Girl.... Age....

Read through each question and the possible answers. Then make your answer. It is important that you read and answer these questions carefully. This test has no connection with the class in which you are given this work.

1. You usually get up on school mornings at .... o'clock.
2. Before going to school you eat breakfast (a)....always, (b)....usually, (c)....seldom, (d)....never.
3. How many school nights each week do you usually stay home?.....
4. What time do you usually go to bed on school nights?.....
5. What time do you usually go to bed on Sunday night?.....
6. Each week, the time spent on an outside pay job is ..... hours.
7. Each week, you help with house work or errands for about .....hours.
8. How many days have you been absent this semester?.....
9. Between leaving school and your evening meal do you usually (Do not check more than two items): (a)....study lessons, (b)....be with friends or visit, (c)....work on a job, (d)....help at home, (e)....go downtown, (f)....rest or sleep, (g)....shows, (h)....outdoors, walking or sports.
10. When you go to bed, you usually (check only one item): (a)....are physically tired and sleepy, (b)....are worn out, (c)....stop work before it is finished, (d)....feel like staying up longer.
11. What tires you most during the day (check two items): (a)....preparation of lesson, (b)....gym, (c)....dressing before and after gym, (d)....rushing around, (e)....tests, (f)....your oral recitations, (g)....difficult lessons, (h)....lunch.

## Results of Questionnaire

THE DAILY SCHEDULE:

The average time each night for sleep is about eight hours. Sixty per cent of the students get up between 7:00 and 7:30 A.M. School begins at 8:20 A.M. Four per cent of the students get up after 8:00 A.M. This group is largely made up of older boys.

In this study the records of boys shows more frequent early retiring than girls. Five of the six going to bed before 9:00 P.M. are boys. Over half of the students going to bed before 10:00 P.M. are sophomores. This fact should make a definite difference in the school load carried by sophomores. Fifty-five per cent of the total group of students go to bed between 10:00 and 11:00 P.M. Eight per cent make a practice of going to bed at 12:00 P.M. or later. Half of this group are seniors.

The data reveal the fact that students in general go to bed later on Sunday night than on week day nights. Eighteen per cent of the students go to bed at 12:00 A. M. or later. Half of this number are seniors and there is practically no difference between the record of boys and girls in this group. This practice of staying

up late on Sunday may explain some experiences that every teacher has with Monday recitation.

NUMBER OF SCHOOL NIGHTS EACH WEEK USUALLY SPENT AT HOME:

| | *Boys* | *Girls* |
|---|---|---|
| All nights | 32 | 55 |
| Four nights | 66 | 97 |
| Three nights | 60 | 61 |
| Two nights | 35 | 28 |
| One night | 11 | 9 |
| None | 23 | 2 |

Three-fourths of the students stay in three or more school nights. In this group there is a rather large majority of girls. Almost twice as many girls stay at home *all* the nights as the boys. Also, of this number of eighty-seven fully one-half are in the sophomore class. Of the students staying home two nights a week or less, there are almost twice as many boys as girls. Those who stay at home no nights are almost all boys. Of this group there are as many seniors as there are of the other two classes combined.

We are directly concerned with the fact that boys do not contribute their share of high grades. This fact also holds in the Science Department where the teachers are usually men. It seems plausible that the data reveal much of the reason for poor scholarship. Please notice that the great majority, both of boys and girls, seem to stay at home three or more school nights each week.

TIME SPENT EACH WEEK ON OUTSIDE PAY JOB:

| | *Boys* | *Girls* | *Total* |
|---|---|---|---|
| No time a week | 116 | 214 | 330 |
| 1-10 hours a week | 25 | 24 | 49 |
| 10-20 hours a week | 34 | 10 | 44 |
| 20-30 hours a week | 26 | 2 | 28 |
| 30-40 hours and more a week | 14 | 5 | 19 |

About one-third of the students constitute the job-holding group. In slightly over fifty per cent of the cases those who spend up to ten hours a week on a job are boys. In this group there are as many sophomores and juniors as there are seniors.

Of the students who spend more than ten hours a week on work, there is a definite increase in the per cent of boys and of seniors in proportion to the increase in the number of hours on a job. Those spending more than ten hours on a job are in the ratio of four boys to one girl.

There were nine students who spent more than forty hours a week on a pay job. In this group there were six boys and three girls, six of whom were seniors.

TIME SPENT EACH WEEK WITH HOUSE WORK AND ERRANDS:

Twenty per cent of the students report no time in such activities. The ratio of boys and girls not giving time here is two to one. The ratio between the classes here is about equal with a few more sophomores in this group than juniors or seniors.

The time given to house work and errands by eighty per cent of the students is as follows:

| | *Boys* | *Girls* | *Total* |
|---|---|---|---|
| To 5 hours a week | 91 | 74 | 165 |
| 5-10 hours a week | 47 | 98 | 145 |
| 10-15 hours a week | 11 | 34 | 45 |
| 15-20 hours a week | 3 | 9 | 12 |
| 20-25 hours a week | 4 | 2 | 6 |
| 25 or more hours a week | 4 | 7 | 11 |

EATING BREAKFAST BEFORE GOING TO SCHOOL:

| | *Boys* | *Girls* | *Total* |
|---|---|---|---|
| Always | 161 | 153 | 314 |
| Usually | 40 | 48 | 88 |
| Seldom | 15 | 31 | 46 |
| Never | 8 | 21 | 29 |

Of the 477 students answering this question, 75, or sixteen per cent of the students, frequently or always go without breakfast. Two-thirds of these students are girls. There are more sophomores and seniors in this group than juniors. The average time taken for breakfast is between ten and fifteen minutes.

NUMBER OF DAYS ABSENT LAST SEMESTER:

| | *Boys* | *Girls* | *Total* |
|---|---|---|---|
| None | 67 | 64 | 131 |
| To 5 days | 105 | 126 | 231 |
| 5-10 days | 23 | 40 | 67 |
| 10-15 days | 13 | 12 | 25 |
| 20 and more days | 2 | 1 | 3 |

Fifty per cent of the students are absent from one to five days during last semester. Twenty-two per cent of these students are absent more than five days. For those absent less than ten days a small majority are girls and for those absent more than ten days a small majority are boys. Sophomores made thirty-nine per cent of the total absences, while the juniors made twenty-six and the seniors made thirty-five per cent of the absences. The groups which have a larger number not eating breakfast are also those who miss school more frequently.

ON GOING TO BED, THE USUAL FEELING IS:

| | *Boys* | *Girls* | *Total* | *Pct.* |
|---|---|---|---|---|
| Physically tired and sleepy | 131 | 140 | 271 | 55 |
| Feel like staying up longer | 68 | 57 | 125 | 25 |
| Worn out | 15 | 43 | 58 | 12 |
| Stop work before it is finished | 8 | 25 | 33 | 8 |

The arrangement is according to the number of answers. In an earlier questionnaire given to one hundred students, the overwhelming majority stated they went to sleep quickly and slept soundly all night.

The girls in each class indicate they are worn out or stop work before it is finished, more frequently than the boys. Figures show the girls as a rule spend more time with school work, and more time helping at home than boys. Does this explain why girls are more frequently worn out?

ACTIVITY THAT IS MOST TIRING DURING THE DAY:

| | *Boys* | *Girls* | *Total* | *Pct.* |
|---|---|---|---|---|
| Rushing around | 57 | 125 | 182 | 20 |
| Difficult lessons | 88 | 88 | 176 | 20 |
| Gym | 40 | 66 | 106 | 12 |
| Preparation of lessons | 70 | 36 | 106 | 12 |
| Tests | 44 | 62 | 106 | 12 |
| Dressing before and after gym. | 14 | 41 | 55 | 6 |
| Oral recitations | 23 | 32 | 55 | 6 |
| Lunch | 15 | 4 | 19 | 2 |

The most startling fact here is that students themselves indicate rushing around as the most tiring activity during the day. For a health program this would be an excellent starting point. Ratio of girls and boys is two to one in the indication of rushing as a source of fatigue.

The proportion of boys and girls feeling that gymnasium work and preparation of lessons are tiring is almost reversed. Sixty-five per cent of those indicating preparation of lessons are boys. It is fairly easy to see that girls with less standardization in clothes feel the strain of dressing hurriedly. For the boys to indicate the difficulty of lessons will surprise many. Again the proportion of boys' and girls' answers are reversed for preparation of lessons and tests.

Those giving oral recitations and lunch as a cause of fatigue are slightly over fifty per cent sophomores. The fact that lunch is not a conscious cause of fatigue is a surprise. Since we have only twenty-five minute lunch periods the actual time required for eating cannot be much more than fifteen minutes.

TYPE PROBLEMS:

Most of their own suggestions are the simple things that probably could bear considerable improvement. The carrying out of these health rules that every student knows will require something besides health talks. The students develop a resistance that makes them immune to suggestion. For instance, training in good posture is an everlasting struggle for physical education. Frequent posture tests are given, and the students pass these, for they know the elements of good posture. The amount of carry-over of posture habits from gymnasium into academic classes is discouraging. When eighty students answered the question on how they could improve health, not a single student mentioned posture. They have contempt and aversion for these things which they have heard for years. A major problem of a health program is to get active student cooperation.

On the other hand, there are simple health matters to which the student gives little or no conscious thought. Such things as elimination and hand hygiene should be habits firmly established during childhood. These studies show very frequent lapse of these habits. Is the high school health program to incorporate this material? To outline when and how to wash the hands would be an insult to the intelligence of normal high school students.

In many instances students say there is really nothing they could do to improve their health; they insist that they have always enjoyed good health. While we may envy the student's buoyant feeling of health, we must acknowledge that his attitude is psychologically wholesome. This feeling of total well being must be carefully preserved in our students. Psychiatrists, sociologists, and specialists in hygiene are stressing the importance of the integrated personality. "Mental hygiene especially emphasizes the fact that the normal human personality in child or adult is a unit, an inte-

*(Concluded on page 59)*

# The Urge to Win

Victory is sweet! Parents, student body, alumni and faculty expect you to turn out a winning team. But the wise coach, regardless of public opinion, knows the danger of overtraining and overindulgence in athletics for the growing boy. How can he meet this dilemma? How can he supervise athletic competition so that the health of the boys in his charge will not be jeopardized? "Athletics and Your Boy" in the September HYGEIA is a stimulating article full of timely helpful suggestions for athletic directors and coaches.

And this is only one of the worth while articles in the current HYGEIA which will interest you. Others in the same issue include "Mental Health of Children," a splendid discussion of "Tonsils and Adenoids," and an article on scarlet fever—one of a series on "Communicable Diseases in the Home." There's real information too in "They're All Related—High Intelligence, Long Life, Physical Fitness."

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# *An Informal Chat about the New Books*

WE are weary but content because the final "page proofs" of THE ADMINISTRATION OF PHYSICAL EDUCATION by that hard-working author, Dr. Jay B. Nash, are on their way to the composing room (if the manufacturing department hasn't lied the book should be ready for distribution as you read this). In reading the proofs (there are over four hundred and fifty pages) your tired copy-writer feels confident that any sort of an examination on the subject could be passed with ease. In college we used to study to avoid mistakes. Now we study to find the mistakes. Getting back to this business of telling you about this book—Dr. Nash has written an inspiring book and even we, who have to keep our nose pretty close to the ground, feel that it will do more for Physical Education than any other single book yet published. It is a complete summary of the best practices now in use together with concrete and practical plans for further progress in the field of administration. It is profusely illustrated with halftones, diagrams and charts (the Mfg. Dept. hasn't yet recovered from the bill for the illustrations). It will sell for three dollars ($3.00) and confidentially, many, many books will have to be sold before it will be out of "the red." It is priced so low because we are confident that it will be **the textbook** for major students and **the reference book** for teachers and administrators in the field. If you have a class of major students this year send for an examination copy immediately so you will have the opportunity to give it full attention before the rush of school work is upon you.

NOW we come to two books which we hopefully feel will be immediate "Best Sellers." The first is TUMBLING ILLUSTRATED by L. L. McClow and it certainly is tumbling complete! In all, there are six hundred and sixty-six (666) exercises and each exercise is fully illustrated by "Stickmen." If this book doesn't satisfy the tumbling enthusiast for the time being, we will never publish another. The other book is HEALTH THROUGH PROJECTS by G. D. Brock. This comprehensive book offers practical methods of teaching the important subject of Health. This book was read in manuscript form by three of the leading figures in the field of Health Education and, unanimously, they recommended that we publish it immediately. It is **the book** on Health Education this year.

WE seem to have used up a lot of space but hope there will be enough room to tell you of our other new books of which we are really quite proud. ARCHERY SIMPLIFIED by Phillip Rounsevelle was published last June and was received very favorably. It is highly recommended as a text book because of the author's simple method of teaching. EXPRESSION-GYMNASTICS by Dr. Rudolf Bode was also published last June and we were more than pleased with the reception recorded it. Did you see the splendid review John Martin gave it in "The New York Times"? THE BIRCH BARK ROLL OF WOODCRAFT by that famous woodsman, Ernest Thompson Seton, was added to our list in July. It is valuable to Physical Education because it contains a wide collection of outdoor games together with many Indian Songs and Dances. TWENTY-FIVE FIGURE AND CHARACTER DANCES by Elizabeth Turner Bell is another dance book that is welcome on our growing list of books on dancing. From present indications it promises to be as popular as the author's first book FIFTY FIGURE AND CHARACTER DANCES.

THE FOOTBALL QUIZZER by William J. Sheeley is now ready. It has been revised in accordance with the new changes in the football rules. Many coaches last year found this little book invaluable in teaching their squads the fundamentals of the rules. It is reasonably priced at fifty cents ($.50).

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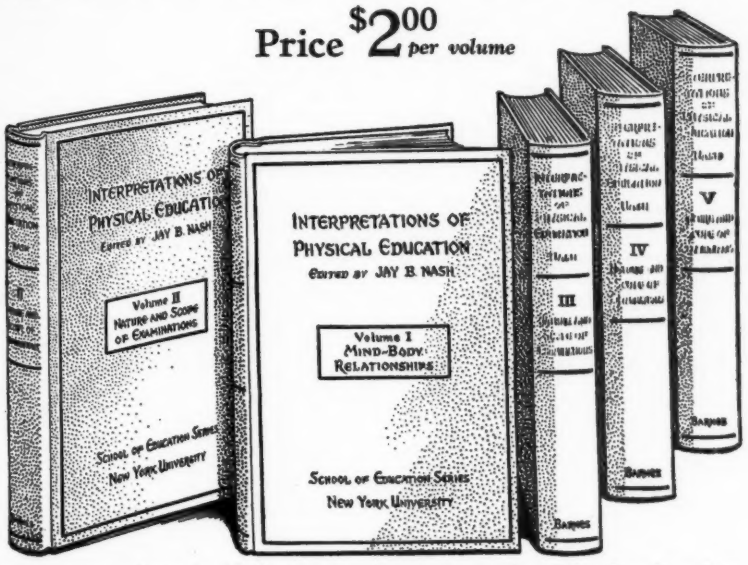


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# Aids to Efficient Swimming Instruction for Girls and Women

By

ANN AVERY SMITH, B. S.

*Director of Swimming for Women, University of Illinois, Urbana, Illinois*

### Pool Temperatures

IT is the teacher's responsibility to keep her swimming classes as physically comfortable as possible, in order to insure concentration on swimming and the proper technique of it. About 80 degrees F. affords a good temperature for class swimming. Water of this temperature is cool enough to be refreshing and yet warm enough to have the relaxing effect so necessary to easy, graceful swimming. When the water is of too cool a temperature for the body to become adjusted to it readily, the student's attention becomes divided between thoughts concerning effective swimming and thoughts concerning physical discomfort. In speaking of the mind, Ernest Dimnet says, "Two notions juxtaposed in the mind invariably hinder its working." If this is true then the teacher cannot hope for as good results and rapid progress from a class swimming in a pool of uncomfortable water temperature as from a class swimming in a pool of comfortable water temperature.

### Roll Call

In considering systems of calling roll to be used in swimming classes the instructor should keep in mind these factors. Even a warm-blooded person when she enters a swimming pool, dripping with water after taking a warm shower followed by a cool shower, feels cool and chilly, even though the pool room be kept as warm as 82 degrees. Usually the water is kept about 2 degrees or more cooler than the room temperature. Inevitably the tendency for every student is to delay entering the water as long as possible. The warm air in the pool room seems chilly on the swimmer's wet body, but the first plunge into the pool promises to be chillier. However, after the first plunge and a little activity in the water the body soon adjusts itself to the pool temperature (i.e., if the pool is kept at a comfortable temperature) and the pool temperature is no longer considered to any extent during the class period. Hence, the teacher should urge the students to go into the pool immediately on entering the pool room and the system of taking roll should allow for this.

The roll call method used should take a minimum amount of each student's time from swimming. A good method is to check each student's attendance as she enters the pool room. This may be done very rapidly with proper organization. Students may be given numbers at the first of a semester, and the numbers may be used at roll call rather than names. (The students may give both their names and numbers until the instructor learns the names of her students.)

Small numbered slips similar to the sample below may be used by the instructor in taking the roll:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

The teacher may allow about 10 minutes for each student to undress, take shower, report for roll call, and get into the pool. At the end of this time she may read off the numbers of those absent as shown on the recording slip as a check on the attendance taking, and the class is ready to commence.

Note that some in the class will have been able to swim and dive as long as 10 minutes before the formal starting of the class.

### Inspection

Immediately before or after the student reports for roll call she should be given inspection by the instructor or other attendant. This inspection should be considered a very important prerequisite to every swim. Inspection should include the following:

1. A thorough soap shower which was taken with the swimming suit off.
2. Skin examination for eruptions, wounds which have pus discharge, or wounds which may become infected.
3. A check on colds or coughs severe enough to cause a discharge.

Wooden pool shoes which have been sterilized or paper shoes should be worn by each student from the dressing room to the pool edge. These will serve to prevent the spreading of plantar warts, tinea fungus, or other skin diseases common to the feet.

### Incentives

A. *Achievement Charts.*

Swimming achievement records may be kept by the swimming instructor for three reasons:

1. To serve as an outline of the semester's work to be covered.
2. To stimulate each student's ambition to learn. To many students each test offers the psychological effect of a challenge, and the passing of each test one by one throughout a swimming course fosters satisfying feelings of definite accomplishment.
3. To afford a means by which the instructor can give each student an objective grade in her achievement.

The records may be kept on charts and hung in the pool room where each student may see her progress and compare it with that of her classmates. Duplicate charts of expedient size to handle may be kept for desk and class use by the instructor for her convenience. The detail work necessary to keeping the charts "to date" takes but a short time after each class meeting.

The average swimming department classifies its students into five groups: Elementary, Advanced Elementary, Intermediate, Advanced, and Life Saving classes. The chart for each type of class may include every event which the instructor plans to teach in the course of the semester.

*B. Marathon Swims*

Organized Marathon swims offer splendid incentive to students to swim lengths. When a student has her Marathon to swim she usually wants to get into the water quickly on entering the pool room and to get as many lengths swum before class starts as possible.

Following are the rules which have been used for Marathon to swim she usually wants to get into the foot pool at the University of Illinois:

Rules for ½, 1, 1½, and 2½ mile Elementary and Advanced Elementary Marathon swims, and for 2, 4, 6, and 8 mile Intermediate, Advanced, and Life Saving Marathon swims.

1. Each student is on her honor to keep her own record accurately on the chart.
2. (a) Elementary and Advanced Elementary swimmers must swim the same stroke one length without touching the bottom of the pool, or length should not be counted.
   (b) Intermediate, Advanced, or Life Saving swimmers must swim the same stroke at least two lengths with tank turn finishing with a hand touch on the end of the pool, or lengths should not be counted.
3. (a) Elementary and Advanced Elementary swimmers must add up lengths swum each day and record results on the chart opposite name under the proper date.
   (b) Intermediate, Advanced, and Life Saving swimmers may swim two lengths with the same stroke, then rest, and then swim two more lengths, etc. In recording her lengths on the chart the student should put circles around the record of each separate swim before rest is taken. If more than two lengths with the same stroke are swum continuously the number of lengths swum before rest are recorded in the same manner.
   Note: The number of lengths swum between rests is recorded separately and is not totalled. In this way the instructor and student can see the increase, as the semester progresses, in the number of lengths that the student can swim before rest.
4. Each stroke used on the Marathon must have been "passed off" by the instructor, the student having shown that she can do the stroke in creditable form.
   Note: The students should be urged to make the effort to swim the stroke in the form taught in class. Otherwise the Marathon will not further correct habits of swimming.
5. Intermediate, Advanced, and Life Saving swimmers should make an effort to swim an equal number of lengths with each of the following strokes: back crawl, crawl, resting back, inverted breast, breast, side stroke on right side, and side stroke on left side.
   Note: If this is done students will have an opportunity of becoming equally proficient in all strokes.
6. Three to five minutes of the class period after roll call, the periods between classes, and the scheduled open hours may be used for Marathon swimming.

*(Continued on page 45)*


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# Football Fundamentals Contest for Elementary School Boys

By PAUL MITCHELL

*Physical Director, Hatch & Whittier Schools, Oak Park, Illinois*

REGULATION football is not played by the boys of the elementary schools, but the rudiments of the game are presented through a very carefully graded course of instruction under the direction of the teachers of physical education. In the game known as touch football, the boys are taught how to handle, receive, kick, and pass the football. The regular lineup and signal work are presented, the only difference being that no tackling is permitted.

The fundamentals of the game are presented during the physical education periods in the following drills:

### I. Passing

A. *Grip.* The grip type of pass is for a boy with a large hand and long fingers. The ball is gripped between the thumb and fingers with the four finger tips placed on the lacing. The ball is brought back to the side of the right ear (for right-handed passer), and is thrown overhand. As the ball is released the finger tips impart the spiral motion to the ball and give it the zip. As the boy passes, he steps forward with the left foot.

B. *Non-grip.* In the non-grip pass the fingers of the hand are spread and the ball is laid in the up-turned palm with the finger tips on the laces, the thumb lying along the side of the index finger, and the front end of the ball is pointed up slightly. The grip pass is considered better for distance passing and accuracy.

Do not let the boy get the habit of throwing the ball side arm or underhand. Teach him to bring it up to the right side of the head and to get the shoulder into the throw. Keeping the ball in close to the head makes it possible for the player to aim well with the eye. Throw over-head the same as a baseball throw.

In passing always try to pass to the outside of the receiver chest high. Try to lead him enough so he will not have to slow up in catching the ball. Do not lob the passes, but try to get what is called a bullet pass, as nearly parallel to the ground as possible.

Throwing Stance: Stand with the left foot forward or with the feet about twelve to fifteen inches apart and parallel with each other.

### II. Receiving

Catch a football as you would a baseball,—this is a good rule to follow. The one receiving should have the fingers spread and relaxed, not stiff. "Fighting the ball" is caused by having the fingers stiff. The entire body from the waist up should be relaxed when catching the ball. As you get your hands on the ball, bring it in to the body. Do not let the ball go through the fingers and bounce off the chest.

In catching a pass over the shoulder, keep the arms close together with the fingers spread and the tips cupped so the ball will not roll off the ends of the finger tips. The arms are kept close together to form a bottom in which to catch the ball.

In catching short passes, particularly those just over the line of scrimmage, the ball should be caught with the hands. As a rule the longer passes are caught in the arms much as the safety man catches punts.

In going out after passes, go out at full speed and do not slow up. Turn the head to watch the ball, but do not turn the body and try to run backwards. If the pass is short, then turn and come back, making every effort to get it. Keep the eye on the ball until in full possession of it.

In snaring high passes, learn to leap up into the air, get the hands around the ball and pull it in to the body. Learn to cut in angles when going out after passes, this will throw the defense off balance long enough for the player to get free for the pass.

WAYS OF GOING DOWN FOR PASSES

1. Straight down and out.
2. Straight down and in.
3. Straight down.
4. Angle in, then out.
5. Angle out, then in.
6. Down and back.
7. Zigzag.
8. Angle out or in.

### III. Practice Formations for Passing and Receiving

1. Use center to pass ball back to the passer. Form two lines six to eight yards out on either side and on a line with the center. Pass to the boys going down one at a time, getting them to cut in angles.

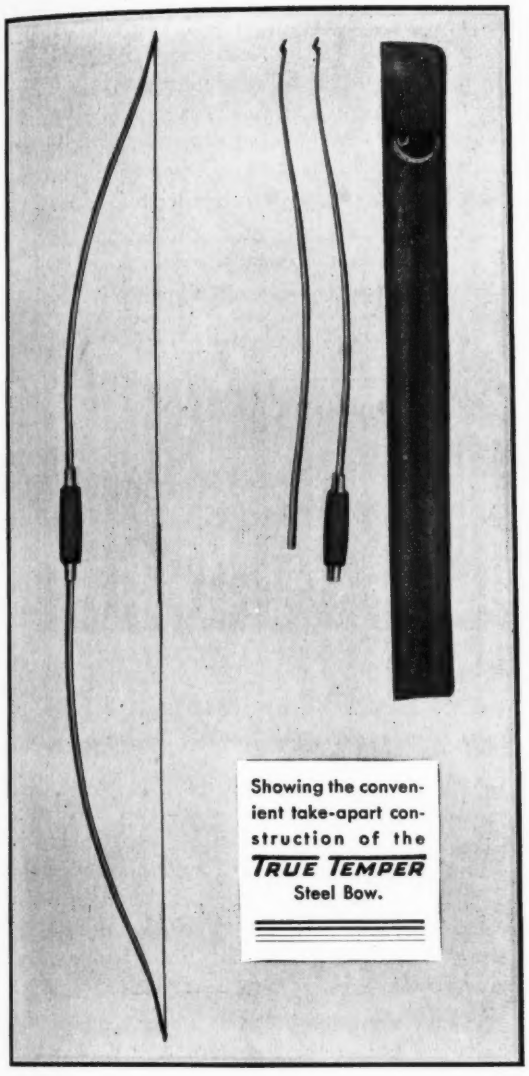
2. Circle passing and receiving, throwing to the right of the boy who passed to you last.

3. Passing back and forth between two lines, ten to fifteen yards apart, facing each other.

4. Throwing at a target two feet in diameter (bicycle rim or balloon tire) suspended shoulder high. Throw from ten to fifteen yards away.

*(Continued on page 50)*

# TRUE TEMPER STEEL BOWS



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# PHYSIOLOGY
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## PHYSICAL EDUCATION

ARTHUR H STEINHAUS
*Professor of Physiology and Director of the Y.M.C.A. College Laboratory for Physiologic Research in Physical Education, Chicago*

### 9. Metabolism of Exercise—A Measure of Skill

**The series of which this article is one is an attempt to present and interpret to physical educators the results of some recent researches in Physiology which to the writer seem of importance to Physical Education. The articles cannot lay claim to scientific thoroughness. They must rely on their simplicity and essential accuracy to commend them to the reader. The bibliographical references should serve as starting points for any who desire to equip themselves with fuller information.**

IN paper number eight of this series, I described the physiologists' method of measuring the strenuousness of a given exercise in terms of the amount of fuel which the body had to burn in order to perform the exercise in question. This "work cost" is best estimated by determining the extra oxygen consumed during and immediately after the exercise. Now it is a well known fact that not all individuals perform a given task with the same degree of economy. Thus in humans we have those that give "twenty miles to the gallon" and others that give perhaps fifteen. Of course, differences in body weight (as in automobiles) are very important factors in determining "mileage." However, even though we compare individuals of the same weight or if we equate weights mathematically, we still find differences in the amount of oxygen consumed by different people in the performance of the same task.

At Harvard University, Dill, Talbot, and Edwards (1930), with whose permission I am reproducing the accompanying figure, recently measured the oxygen consumed by seventeen different individuals, each of whom ran for 18 to 20 minutes at the rate of 9.3 kilometers per hour, on a motor driven treadmill. In the series were a number of excellent runners, including De Mar, as well as some entirely inexperienced individuals. Their findings are presented graphically in the accompanying figure. The heights of the black rectangles represent oxygen consumption per minute divided by body weight. This figure they call the "skill index." From the figure one notes that DeMar was most efficient, using only 26 units of energy per kilogram of body weight; while an 18-year-old boy, who used 40 units to perform the same amount of work, represents the other extreme. Still another individual (not recorded) had to stop from exhaustion after six minutes of running. These differences are believed to be primarily due to differences in running skill, which would be changed by practice. Kagan and Kaplan (1930) found similar results in a comparison of laborers and "brain workers" in Charkov, Russia. To perform the same task the brain workers required about 23 per cent more oxygen than did the laborers accustomed to the work. Fatigue reduced the efficiency of both groups.

There is still the question whether these differences are due entirely to differences in skill, i. e., ability to coordinate muscles accurately and efficiently, or whether perhaps there are some fundamental changes in the chemical reaction of individual muscles brought about by the training process, which contribute to economy. To answer this question, Gemmill, Booth, Detrick, and Schiebel (1931) conducted the following experiment at Johns Hopkins University. They measured the work cost of a sixty-three-yard run in ten seconds, several times before and after a month of very strenuous track training, in two individuals. The second and third preliminary tests showed in each case

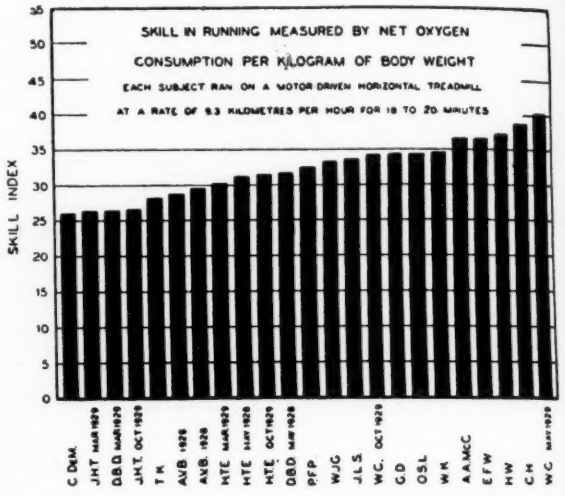


**Fig. 9. Skill index expressed as net oxygen consumption per kg. of body weight.**

some improvement over the first but the tests made after the month of arduous training showed no further improvement. They conclude that improvements in economy due to increases in skill, are unaffected by "condition," and are therefore to be expected in activities where the speed or complexity of the movements are great enough to provide room for improvement. Thus we have an objective measure of skill.

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Dill, D. B., J. H. Talbott and H. T. Edwards, 1930 Journ. Physiol. 69, 267.
Gemmill, C., W. Booth, J. Detrick and H. Schiebel, 1931 Amer. Journ. Physiol. 96, 265.
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### Answers to Questions

Question: Why is it that a person works during the day in an artificially heated room without the windows open even though he might be moving about quite frequently, yet at night during sleep when the pulse rate is much lower it is necessary that the windows should be up and the room well aired?

Answer: We do not need to keep the windows open at night in order to get more oxygen. There is always plenty of oxygen in the room, even though all the windows and doors are shut. The problem involved is that of providing conditions which will permit heat loss. Moving air, whether provided by an open window or an electric fan, causes the air next to the skin to be changed continuously, thus permitting the dissipation of heat. While we are moving around during the day time the change of air is secured by our body movements. This explanation also accounts for the discomfort which one often experiences as a result of sleeping under too heavy covers, even though the windows are wide open.

# *Watch out for* "ATHLETE'S FOOT"

## —it attacks 50% of your pupils!

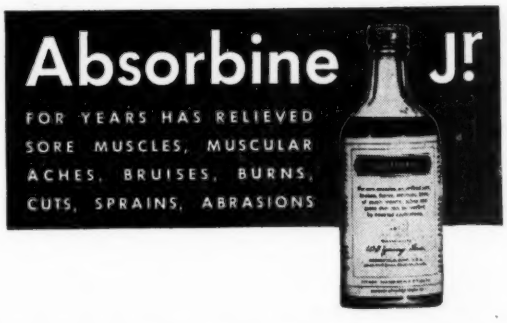
YOU have probably run into hundreds of cases of it during the past year; and you might have called it "Athlete's Foot," golfer's foot, toe itch, dobie-itch—but all of them are caused by the same ringworm parasite, *Tinea Trichophyton* by name.

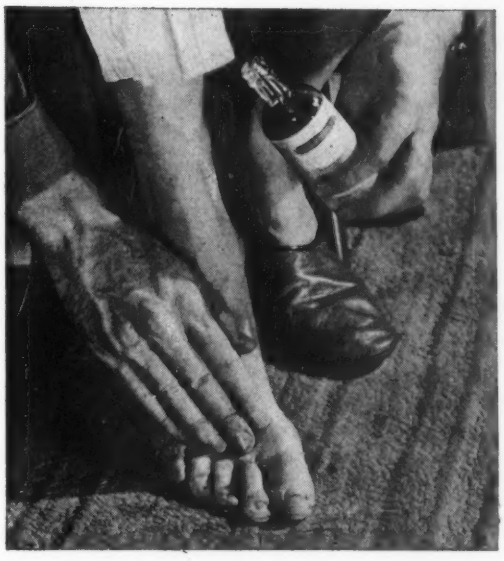
According to medical and government reports, at least half the population at some time suffers with "Athlete's Foot." The symptoms* vary from a redness between the toes, with i-t-c-h-i-n-g—to a dryness with little scales—or a thick, white, moist skin condition. But any signal suggests "Athlete's Foot," and calls for immediate treatment.

Athletic Directors, in particular, should watch out for this infection. For it lurks on the edges of swimming pools and showers—on gymnasium, locker- and dressing-room floors. And in spite of the most sanitary precautions, this fungus parasite infects and *re-infects* bare feet almost any time they come in contact with damp floors.

***Absorbine Jr. kills the germs of***
**"ATHLETES FOOT"**

If anyone comes to you suffering with this condition, remember that Absorbine Jr. has been tested by a famous New York laboratory—and has been found that it penetrates flesh-like tissues, and wherever it penetrates, ***it kills the ringworm germ!***



It might not be a bad idea to have all your pupils examine their feet at once. At the slightest symptoms* mentioned below, full strength Absorbine Jr. should be doused on the feet. A bottle should be kept handy in every locker to use as a preventive after every exposure of bare feet on damp floors. At all druggists—$1.25. W. F. Young, Inc., 472 Lyman Street, Springfield, Mass.

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***WATCH FOR THESE DISTRESS SIGNALS THAT WARN OF "ATHLETE'S FOOT"**

**Though "Athlete's Foot" is caused by the germ—*tinea trichophyton*—its early stages manifest themselves in several different ways, usually between the toes—sometimes by redness, sometimes by skin-cracks, often by tiny itching blisters. The skin may turn white, thick and moist, or it may develop dryness with little scales. *Any one of these calls for immediate treatment!* If the case appears aggravated and does not readily yield to Absorbine Jr., consult your physician without delay.**

# Around the Country with J. E. Rogers

The physical education department of Kansas City, Missouri, publishes a bulletin entitled "Health Rays." February 13 issue, No. 3, includes the following news item:

"The teachers of physical education in junior highs are conducting a survey to determine the likes and dislikes of junior high pupils as regards physical education. This is the first step in the revision of the course of study."

* * *

**Dr. F. R. Rogers, State Director of New York, has resigned to take a position as Dean of the Department of Health and Physical Education at Boston University.**

* * *

Physical educators are interested in safety education. In fact in most cities the physical education director and department are responsible for safety education. Three splendid courses of study on this important topic have been recently published.

*A Guide-Book for Safety Education,* National Bureau of Casualty and Surety Underwriters, 1 Park Avenue, New York.

*Course of Study in Health Instruction,* Intermediate School Boards, Board of Education, Detroit, Michigan.

*A Course of Study in Safety Education, for the Elementary and Junior High School Grades,* Commonwealth of Massachusetts, Bulletin of the Department of Education.

* * *

**Herbert E. Brown, who for years has been on the staff of the physical education department of the State Teachers College, East Stroudsburg, Pennsylvania, goes to New York University next year to be on the staff with Dr. J. B. Nash.**

* * *

A. Lester Crapser, Director of the Department of Physical Education, East Stroudsburg, reports 325 majors enrolled in the four year professional teacher training course in physical education and sixty were graduated this year. He reports a very interesting and wise project in teacher training to be undertaken this fall. In the field of practice teaching all seniors will teach all day under critic teachers. That is for 15 semester hours the students will get an actual all day teaching experience. The plan is to put all the skill technique teaching in the first three years.

* * *

**Carl L. Schrader, State Director of Physical Education in Massachusetts, has been made national chairman of the Physical Education Committee of the National Congress of Parents and Teachers.**

* * *

Joy Elmer Morgan, Editor of the Journal of the N. E. A. writes: "To my mind a more generous and far reaching program of physical education, both for persons in school and for adults, is one of the major needs of America. Undoubtedly much of our crime and of the morbidity, which is much more wide spread than crime, are the results of a low level of physical vitality and well being. Ill health and physical weakness are at the roots of emotional instability and vicious tendencies."

* * *

**Mr. Louis Kulcinski, State Director in Illinois has just published a bulletin on physical and health education in the high schools, Bulletin 252. It is a brief suggestive outline of what high schools can do in physical education. It contains some worthwhile suggestions and recommendations.**

* * *

At the 33rd annual convention of the Pennsylvania State School Directors' Association, of the eleven resolutions passed, the following three pertained to physical education.

"That we approve and commend the tendency to better standards of school housing and equipment, larger recreation grounds and all modern provisions for safe-guarding and improving the health of school children.

"That programs for the physical training of pupils in our schools should be framed with the purpose of bringing the greater benefit to the greatest number, rather than higher development of a small number.

"That larger provisions should be made for the care and education of children who are not normal."

**Edgar W. Everts, Director of Physical and Health Education in Minnesota writes: "The program for the past year wound up nicely. As near as I can determine, there were upwards of 90,000 rural children participating in county and sectional play days in this state. Play days are also becoming traditional in most of our city and large town schools."**

* * *

The University of Illinois is erecting a magnificent women's physical education plant. It will be one of the finest buildings of its kind in the country. It will be finished this year. Miss Louise Freer, Director of the Department of Physical Education for Women, is proud of her splendid equipment and describes the plant as follows:

The first unit of the women's new gymnasium will be completed by September. The building is of Georgian architecture. It is situated in the middle of the play field.

On the first floor are offices, class and lecture rooms and across the back of the building on a slightly lower level are the shower and dressing rooms and a central service desk, with an entrance to the field. The second floor has a corrective gymnasium with photograph and examining rooms, a good sized club room with kitchenette, a small gymnasium, 45′x75′, and two large gymnasiums, 59′x81′ and 59′x99′, respectively. These are end to end and open onto a terrace, 220′x20′, which can be used for classes during a great part of the indoor season. The basement has space for two bowling alleys, and the third floor is large enough for six handball courts.

It is hoped that two wings will be added to the building in the near future. One wing will contain the swimming pool and dance studio and the other a large game room, small gymnasium, and additional club rooms.

The play field has been enlarged by additional soccer and hockey fields, six tennis courts, a space for three volley ball or tenikoit courts, and a new archery range. These added facilities will help greatly in promoting the intramural program.

* * *

**A study of Intramural Point Systems for Girls' Athletics has recently been completed by a Committee which was appointed in 1929 by the Executive Committee of the Women's Division, N.A.A.F. Members of the Women's Division may secure copies of this study by writing the New York office at 303 West 42nd Street.**

* * *

In the Springboard, the official organ of the Panzer College of Physical Education, Newark, New Jersey, this item appears:

"The Board of Regents of the State of New York, at their November meeting in Ithaca, passed the following vote: 'That on and after September 1, 1933, teachers of special subjects in secondary schools, including commercial subjects, home economics, physical education, music, drawing, or other special fields, be required to present credentials showing the completion of four years approved training leading to the bachelor's degree or its equivalent, including the usual eighteen hours in professional courses.'"

* * *

**Carl G. Chamberlain of Rochester and Dean F. Smiley of Cornell College prepared an interesting article on "Functional Health and the Physical Fitness Index" for the March "Research Quarterly." It is also available as a reprint. This is a very careful concrete study of the physical fitness program conducted in New York State under the leadership of Dr. F. R. Rogers.**

* * *

The names of the officers of the Alabama Physical Education Association are as follows: President, A. S. Hotchkiss, Supt. of Physical Education and Recreation, T. C. I. & R. R. Co., Birmingham; Vice Pres., Miss Edythe E. Saylor, Dept. of Physical Education, Alabama College, Montevallo; Sec.-Treas., Miss Lucille Ewing, Woodlawn High School, Birmingham.

* * *

**N. P. Neilson, California State Supervisor of Health and Physical Education, says: "Decentralization of the administration of interscholastic athletics is taking place very rapidly. Within the next few years we will note a growing tendency to limit all interschool competition to local leagues composed of no more than six or seven schools, all about the same size so that competition between groups will be fair."**

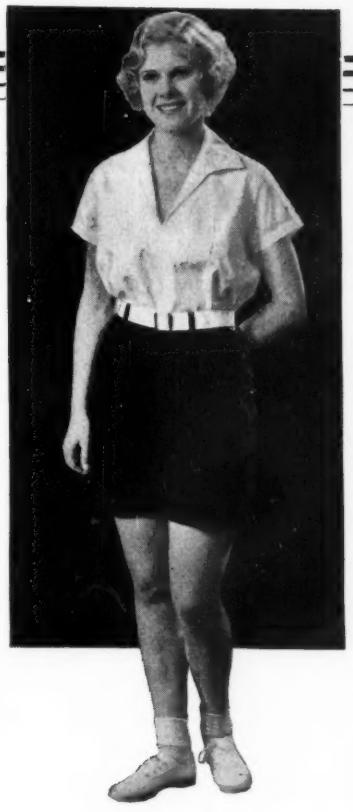
# WINNER Athletic Clothes for Girls

MODERN TWO-PIECE SUIT

## NOW IN COLORS

**as well as black and white**

The WINNER two-piece suit was designed in collaboration with leading Physical Directors of California to meet the demands of modern Physical Education. It is smart, modern and the only type of suit which fits every girl perfectly and comfortably, whether she be "long-waisted" or "short-waisted." Originally made in popular black and white, the WINNER two-piece suit is now offered in green and blue to meet the demands of those who wish colors. If preferred, white shirt may be worn with colored knicker.



**Winner Shirt: 1616** (26 to 44 Bust)

AK White Twill - - - $1.00
AF Blue or Green - - $1.25

In white Middy Twill; green or blue Argentine cloth. Made with adjustable "teddy-strap" which assures shirt remaining neatly in place during most strenuous action. Will neither bind nor pull up. Also serves as undergarment.

**Winner Knicker: 3605** (22 to 40 Waist)

BC Black Henrietta - - $ .95
AF Blue or Green - - $1.25

Made in black cotton Henrietta; green or blue Argentine cloth. The most becoming and sensible knicker ever designed. Cut without pleats or bulky gathers. Large closed side pocket.

**Winner Sox** (Sizes 8 to 11)

The only athletic sox especially made for girls. Of natural cotton, loosely knit for absorption. Turn-down cuff. 20c per pair.

**Winner Belt** (Small—Medium—Large)

Made of fine quality white webbing, finished with nickel buckle. 15c each.

## WRITE, TODAY, FOR WINNER FOLDER IN COLORS!

**For those who prefer a One-Piece Suit . . .**

**Winner Gym Suit: 305AF . . . . . $1.75**

Unlike the usual one-piece gymnasium suit, the WINNER suit has a style and smartness that appeals to the Physical Director and student alike. It is the work of experienced designers and is cut in a manner which eliminates bulkiness and "sloppiness." Note how trimly this WINNER suit fits, yet it is roomy and comfortable. Like all WINNER garments, this one-piece suit is carefully tailored. All seams are reinforced at points of strain. Neck, armholes and belt are finished with a self-colored facing. Buttons at left shoulder and side. Offered in blue or green Argentine cloth, guaranteed fade-proof.

(Sizes 32 to 42 Bust)

**Winner Dancing Romper: 1205**

32 to 42 Bust - - - - - - - - - - - $1.75
4 to 18 years - - - - - - - - - - - $1.60

In Blue, Green, Maize, Helio, and Pink Argentine cloth.

This clever dancing romper may be used for dancing class instruction, practice and rehearsal. Collar, pocket, and armhole-trim in white. Sash of self-color ties in a back bow. Rompers are short, comfortable and decidedly good-looking.

**All "WINNERS" are guaranteed not to fade from sun or washing**

*When "WINNERS" are not obtainable through your local dealer, we will make satisfactory arrangements direct*

**E. B. MYERS COMPANY, 511 VENICE BLVD., LOS ANGELES, CALIF.**

# *IT MAY INTEREST YOU TO KNOW—*

IN accordance with modern trends toward closer coordination of personnel service, especially in the field of educational health services, and also as an indirect result of the famous Carnegie Bulletin 23 on Intercollegiate Athletics, President Marsh has announced a plan for the reorganization of all student health, physical education, and athletic activities, in Boston University. The general plan is similar to that recently adopted at Pennsylvania University, but is more comprehensive since programs for the preparation of teachers of physical education and other health education specialists in the public schools are also included.

Under the new plan, which will become effective immediately, three general divisions or phases are involved. All student health services will be coordinated as one department. These will eventually provide complete physical and medical examinations for all students, emergency medical and nursing services, supervision of the sanitary condition of student environment, and protection, supervision, and development of the individual health of students throughout all phases of their undergraduate life. Mental hygiene consultation services will be included; and instruction, on the university level, in individual and public hygiene given.

The second phase includes all student sports or physical activities; that is, intercollegiate athletics, intramural sports for men, intramural sports for women, and gymnastic, corrective, or developmental activities for students needing such programs. This program contemplates the control of all intercollegiate sports by university authorities, with coaches as regular members of the faculty directly responsible to the Dean and the President. All publicity will be directed by the University Press Bureau. The present Athletic Council will be retained but will eventually exercise advisory powers, the various sports programs being under the immediate direction of undergraduates and under the general control of the Dean. Many of the elements of the Massachusetts Institute of Technology and Harvard University plans for controlling sports will be incorporated.

The third phase consists of programs for the preparation of physical educators, supervisors of health education, and administrators in these fields. This program will be intimately connected with the School of Education under Dean Wilde.

The Trustees and President Marsh have created a new Deanship to coordinate the various departments and to administer this comprehensive program. The title is Dean of Student Health and Physical Education. Dr. Frederick Rand Rogers, present Director of the Division of Health and Physical Education in the New York State Education Department, and nationally known as an authority in his field, has been appointed to the new responsibilities.

Dr. Rogers will take up his new duties at Boston University at the beginning of the present school year.

Under the new organization, President Marsh and the Trustees of Boston University expect that the School of Medicine, with its splendid staff and facilities for observation and laboratory work, will greatly strengthen the training of physical educators by providing fundamental courses in biological science, opportunities for clinics, experimentation, and other educational services. Likewise the School of Education will assist, in all three phases of the combined service, in better preparing future physicians for school supervision, in supervising hygiene instruction for university students, and in providing a completely coordinated training for physical educators and other school health specialists. Finally, intercollegiate athletics and other sports programs will be more fully returned to the control of students who participate, thereby more adequately meeting individual interests and needs and providing students with more opportunities for self-direction, responsibility, and pleasurable recreation.

THE Annual Recreation Congress this year will be held in Toronto, Canada, October 5-9, 1931. The Royal York Hotel will be headquarters.

This will be the first time the Congress has been held outside of the United States, hence the convention will be international in scope. The Premier of Canada and other high officials in Canadian affairs will take part in the program.

A special meeting of vital interest to physical educators has been arranged. The topic for discussion this year will be: *"What Physical Education Can Do to Train for a More Adequate Recreation Life."*

Practically all the topics at the Congress will be of special interest to physical educators. A few of them are: *The Use of School Buildings as Indoor Recreational Centers Carrying on Recreation from the School to the Community; Recreation in Small Communities and Rural Districts; Winter Sports.*

Two very fine reports are to be made by committees that have been studying the following subjects for the past year: *Surfacing; Standards in Playground Equipment.*

For years many physical educators have attended the National Recreation Congress held under the auspices of the National Recreation Association. It is expected that the physical education meeting will be largely attended this year.

THIS year, an unusual opportunity to see field hockey played by experts is presented by the visit of the All Scotland team to this country. It was a Scottish Touring Team that defeated England last year in South Africa, something which few other teams have ever achieved. The United States Field Hockey Association is most fortunate in being able to sponsor their tour in America and to give our players and coaches a chance to see them in action. American hockey has markedly improved as a result of the English Team's tour in 1928 and a similar improvement should follow this season's play.

Everyone who is in any way connected with hockey should make every effort to see at least one of the games on the schedule. A player can learn much by studying the person in her own position on the field, as well as by watching the teamwork and methods of the team as a unit. The stickwork and ball control, the speed and endurance, of these visiting Britishers never fails to impress American spectators with our own shortcomings and with the ideal which we are all working to achieve.

The Scots team arrives early in October, and plays its opening game in Philadelphia on Saturday, October 17 with the 1930 All American team. It has the following schedule:

Wed., Oct. 21—Smith College, Northampton, Massachusetts.
Sat., Oct. 24—Boston Field Hockey Association.
Wed., Oct. 28—Fairchester (Western Connecticut) F. H. A.
Sat., Oct. 31—New York F. H. A.
Fri., Nov. 6—Vassar College, Poughkeepsie, New York.
Sat., Nov. 7—Stuyvesant (Eastern New York) F. H. A.
Wed., Nov. 11—Philadelphia F. H. A.
Sat., Nov. 14—Baltimore F. H. A.
Wed., Nov. 18—Earlham College, Richmond, Indiana.
Sat., Nov. 21—St. Louis F. H. A.

From November 25 to 28, the team will be at the National Tournament, to be held this year in Chicago, and there it will play teams from the Northwest, Southwest, and Midwest Sections, concluding with a match with the 1931 United States team, which is selected at the Tournament. The Scots sail for home early in December, but before they leave, they will play a final game in Philadelphia with the 1931 All American.

Further information in regard to the tour may be obtained from the Secretary of the United States Field Hockey Association, Miss Suzanne R. Cross, Jenkintown, Pennsylvania, or from the Secretary of your local association. At all of the matches, schools and colleges who are allied members of the U.S.F.H.A. will be admitted at reduced rates.

A NEW feature has been added to the pamphlet on the Athletic Badge Tests of the National Recreation Association, which this year is issued in revised form. This feature was prepared by R. K. Atkinson, Educational Director of the Boys'

# A team is no better than its COACH

# A uniform no better than its FABRIC

NO matter how pleasing the style . . . how fine the tailoring . . . . ultimate satisfaction in athletic uniforms is attained only when the fabric is durable, sun fast, tub fast,.and perspiration proof.

A fabric, for instance, such as Argentine Cloth ---- the master fabric for all athletic uniforms.

Argentine Cloth ---- vat dyed ---- withstands the severest usage, retains its original color and lustre after repeated boilings ---- is absolutely sun fast and is perspiration proof. All colors are thoroughly developed to bring about positive color fastness.

If you are at all particular about your uniforms----if long wear means anything ---- if color fastness is desired ---- specify Argentine Cloth.

Your dealer can supply you garments made of Argentine Cloth.

☞ SAMPLE SWATCH AND COMPLETE COLOR CHART —YOURS FOR THE ASKING.

*Look for* GENUINE ARGENTINE CLOTH COLOR CAN'T FADE *this Label*

*Specify* ARGENTINE CLOTH FOR ALL MISSES ATHLETIC UNIFORMS

*Made by* MAHLER TEXTILES, *Inc.* 253 CHURCH ST. N.Y.C.

Club Federation, and describes a variety of popular game activities which may be emphasized in preparation for passing tests.

For the benefit of readers unfamiliar with the tests, it may be said that they are simple measurements of the child's physical fitness and athletic ability. They have proved valuable in drawing the attention of thousands of boys and girls to their own physical condition. They stimulate habits of exercise and healthful living, because of the preparation involved in passing the tests.

One of their special advantages is that they may be given in isolated rural communities as well as in cities. The equipment is very simple. Any responsible adult, including parents, may give the tests. Consequently, they have been especially useful to rural school teachers who sometimes have too few boys and girls to make up athletic teams.

The activities are arranged in three progressively difficult series. They include for boys the following activities, some of which are alternative: pull up or chinning, rope climbing, standing and running broad jump, 50 and 60 yard dash, baseball throw for accuracy and distance, 100 yard dash, running high jump, and eight-pound shot put. Girls' activities, some of which are also alternative, include the following: balancing, potato race, all-up Indian club race, 50 yard dash, basketball throw, 12-inch indoor baseball throw, volley ball serve, tennis serve, and basketball goal throw.

When certified by adults as having passed the tests, boys and girls are eligible to receive badges or certificates issued by the National Recreation Association at 10c and 3c apiece respectively. Most children prefer to have the badges. It is desirable to have ceremonies when badges are distributed. A copy of the pamphlet will be sent free by the National Recreation Association, 315 Fourth Avenue, New York City.

DR. L. P. JACKS, Principal of Manchester College, Oxford, England, will lecture on leisure in a number of cities between September and June, it is announced by the National Recreation Association which will sponsor Dr. Jacks' tour.

Dr. Jacks is Professor of Philosophy as well as the head of Manchester College. He has been editor of the *Hibbert Journal* since its founding in 1902. By many he is recognized as the leader of the adult education movement in England. As an author he has been widely read for a generation and is at the height of his popularity today. The most recent of a score or more of his publications are: "The Heroes of Smokeover," "Constructive Citizenship," "My Neighbor the Universe," and "The Education of the Whole Man." Leading universities in England, United States and Canada have given him honorary degrees.

As educator, editor, and publicist, Dr. Jacks has given his attention primarily to two important public questions—industry and leisure. He is now centering his attention on the latter subject.

The National Recreation Association is sponsoring his appearance here in the belief that his influence will greatly advance the leisure time movement in the United States.

POSTURE POSTERS. The department of physical education of the University of Southern California has available two posture posters, one for men and one for women, at a nonprofit price of 30 cents a dozen. Each poster is of heavy glazed paper, 8½x11 inches in size, and illustrates by silhouette figures four types of standing posture. They may be obtained from Dr. William R. LaPorte, University of Southern California, Los Angeles.

THE Second Middlesex League Track Meet which was held on the Belmont, Massachusetts, High School Athletic Field, contained some interesting innovations. The following schools participated: Belmont, Lexington, Maynard, Reading, Stoneham, Wakefield, and Winchester. This track meet was different from the ordinary dual meet in that the Sophomores, Juniors, and Seniors participated as class units, with the sum total of all points scored determining the winner. The following advantages were claimed for this type of meet:

1. It gives every boy an opportunity to compete on a class team and compare himself with boys of corresponding ages in neighboring schools.
2. It allows a larger number of boys to participate.
3. Coaches and teachers act as officials.
4. Seventy-two to eighty-four boys represent their class teams in the relay.
5. It encourages boys' interest in track to make points which they otherwise would not make in an ordinary dual meet.
6. It fosters a spirit of co-operation between contestants, coaches, and teachers, which deserves more than passing mention.

* * *

## ANNUAL REPORT OF THE NATIONAL SECTION ON WOMEN'S ATHLETICS

This Section has been unique as sections go. It is on the year round working basis with many sub-committees representing A. P. E. A., and with two hundred and three people giving of their time and thought that the girls and women of this country may have a sound educational program of athletic activities. The energy of these committees is best shown in the Guides and Handbooks that are published yearly and which represent more time and thought of many people than is often realized by the casual user of the guides.

During the past year the following business was conducted:

1. Guides were published for Basketball, Field Hockey, Soccer, and Baseball. The Handbook included Aquatics, Athletic Games, Track and Field, and Volley Ball. Officials' Rating was included in the Basketball Guide.

2. The Chairman, Miss Hazelton, and Miss Knighton represented the Women's Section on the Executive Committee of the Women's Division of the National Amateur Athletic Federation.

3. In an attempt to further research in the field of women's athletics, a scholarship of $500.00 was awarded for the school year of 1930-31 to Miss Caroline Sinclair, a graduate of William and Mary College, Virginia, who is studying this year at New York University. Her topic is "A Study of the Effects of Varying Degrees of Physical Activity during the Menstrual Period upon the Red Blood Cell Corpuscles and the Haemoglobin Index."

Ten applications for the scholarship were received and the committee consisting of Miss Somers, Chairman, Miss Perrin, Miss Coops, Miss Knighton, and Dr. Elliott were unanimous in making the award to Miss Sinclair.

Due to the period of re-adjustment in the organization of the Section, the Executive Committee decided not to make an award for this coming year.

4. The Executive Committee at its Christmas meeting authorized the addition of a new sub-committee and Guide, "Winter Sports." Miss Harriet Brown, of Skidmore College, Saratoga Springs, N.Y., was appointed chairman.

5. During this coming year Aquatics will appear in a Handbook of its own.

6. The following changes in chairmen of committees were made:

Aquatics: Miss Marjorie Camp, University of Iowa.
Athletic Games: Miss Doris White, Iowa State Teachers College.
Track and Field: Miss Amy Howland, Public Schools, Mt. Vernon, N. Y.
Soccer and Field Ball: Miss Florence Hupprich, Texas State College for Women, Denton, Texas.

7. The chairman contributed a Section to the mimeograph on Women's Athletics being prepared for A. P. E. A. under the direction of Miss Helen Coops.

8. Each sub-committee has made strides forward in the past year. A few are enumerated:

*a*) The publicity committee will have for distribution a report of the study made by Miss Mabel Lee on the athletic costume for girls.
*b*) The volley ball committee has perfected its organization of state chairmen.
*c*) The baseball committee has ready a complete set of girls' bats, especially designed for them.

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# Eastern District Association News

*Compiled by* DR. C. L. BROWNELL, *Teachers College, Columbia University*

## New Jersey

DR. A. G. IRELAND

A special program for physically handicapped children has been inaugurated at Camden where one orthopedic school is giving instruction to crippled children. The physical work with this group is being taken care of through the use of the swimming pools in the Y. M. C. A. and the Y. W. C. A.

The program is under the direction of an orthopedic physsician, a registered nurse, and three special physical education instructors. The Camden Medical Association, The Camden Lodge of Elks, the Y. M. C. A. and Y. W. C. A. are cooperating to give these children an opportunity to reach a maximum of improvement.

This program demonstrates the great possibilities which exist through cooperation of various local associations and societies.

## Maryland

HOPE GODWIN

The Maryland Physical Education Association held its second meeting of the year at Eastern High School, Baltimore, in March. Professor Frank Lloyd, Associate Professor of Education at New York University School of Education, was the principal speaker at the meeting on the subject "Character Education."

A Girls' Carnival, sponsored by the *Baltimore Sun* and conducted by the P. A. L., was held on March 7. More than 7,000 girls were entered in all types of relay and game tournaments. This annual indoor meet is a feature of the physical education program in Baltimore.

A Boys' Institutional Track and Field Meet was held in Baltimore on March 28. Approximately 3,000 boys were entered in the various events.

## Rhode Island

NEVA L. LONGWORTHY

A new salary schedule recently adopted by Providence provides for the payment of athletic coaches directly by the school committee rather than through funds raised from gate receipts and pupil contributions.

The report on educational progress in the *Quarterly Journal* of the Rhode Island Institute of Instruction includes the following items regarding the progress made in physical education in some of the smaller districts.

In the town of Warwick, which has a population of 23,000 "we now have at the high school two full-time instructors in gymnastic work, one for boys and one for girls. These instructors will each spend a day and a half a week in organizing the work in the grades."

The town of West Warwick which has a population of 17,096, has announced the opening of a two-story addition to the Senior High School, stating "it contains . . . a complete and commodious gymnasium, with such locker rooms, offices, and equipment as may be found in any properly equipped school of this kind.

"A large field of 33 acres adjacent to or near the two high schools has been purchased by the town for athletic purposes.

"The town has added to its teaching staff a full-time special teacher of physical education, and a physical and athletic director for the junior and senior high school boys."

In the town of East Greenwich, which has a population of 3,666, "physical education, health dental inspection, and provision for hot lunches are now a regular part of the program."

In the city of Cranston, which has a population of 42,911, "the health program has been extended by the addition of a third school nurse and two assistants in the dental clinics. Two dental clinics are now open each morning on school days and an eye clinic is held every Friday evening. Diphtheria immunization treatments were given to 1,553 pupils in the schools and these treatments were followed by the Shick test."

## New York

W. W. H. MUSTAINE

Clinton S. Leonard, supervisor of physical education in Scarsdale, has reported that one of the features of the physical education program in the Scarsdale High School is the large variety of after-school activities in which practically all students participate. The aim is to foster a diversified sports program which will not only provide students with recreative exercise during their school days, but which will also equip them with recreational interests, skills, and appreciations that will be retained and serve them in adult life. In the fifteen different activities that were offered for high school students during the fall season, 89.2 per cent of the boys and 75.8 per cent of the girls participated, or all but 28 boys and 68 girls of a total registration of 259 boys and 281 girls. The numbers participating in each activity were as follows:

*Boys*

| | | | |
|---|---|---|---|
| Football | 103 | Riding | 34 |
| Tumbling | 18 | Leaders | 41 |
| Soccer | 39 | Tennis | 61 |
| Rifle | 30 | Archery | 8 |

*Girls*

| | | | |
|---|---|---|---|
| Hockey | 88 | Riding | 40 |
| Tumbling | 22 | Dance | 32 |
| Swimming | 16 | Leaders | 34 |
| Tap and Clog Dancing | | | 11 |

The winter program also is reaching a large number of students.

Carl H. Burkhardt, supervisor of physical education in Buffalo, reports that a staff library consisting of books and other materials on health and physical education has been established for the use of teachers in that department. The need for such facilities has long been felt. Approximately 100 volumes are now available and the new material will be added as it comes from the press.

For several years the physical directors in Buffalo have shown a commendable alertness in utilizing the opportunities for professional growth offered through the extension courses of the colleges located in that city. During the past year 22 (48 per cent) of the high school physical directors and 52 (49 per cent) of the physical directors in elementary schools were registered in such courses.

A three days' institute for New York State Physical Educators was held at Albany, April 27, 28 and 29. The program was arranged by the physical education staff of the State Education Department, and its several sections were conducted by discussion leaders selected from local school systems, normal schools, and colleges. The institute was planned for all physical educators in the state, and the outcomes of the discussions are being used by the syllabus committee in preparing a new physical education syllabus for New York.

Following are the sections and topics:

Section I. Objectives and General Methods.

Section II. Elementary School Programs for Boys and Girls, and Community Recreation.

*(Concluded on page 59)*

## Efficient Swimming Instruction

*(Continued from page 33)*

7. Students should be cautioned to keep to the right while swimming in order to avoid collisions with fellow swimmers.
8. The number of lengths swum on the Marathon should be credited on the semester grade.
9. Those who have completed either ½, 1, 1½, 2½ mile Elementary and Advanced Elementary Marathon swims or the 2, 4, 6, or 8 mile Intermediate, Advanced, and Life Saving Marathon swims may receive suitable insignia at a small price at the end of the semester.

The Marathon records may be kept on charts made for the purpose. Following is a sample of the charts.

| No. | Name | Strokes | M. Nov. 3 | T. 4 | W. 5 | Th. 6 | F. 7 | S. 8 |
|---|---|---|---|---|---|---|---|---|
| 1. | Anderson, Helen | B. Crawl | | | | | | |
| | | Crawl | | | | | | |
| | | R.B. or I.B. | | | | | | |
| | | Breast | | | | | | |
| | | Side R. | | | | | | |
| | | Side L. | | | | | | |
| 2. | Bennett, Alice | B. Crawl | | | | | | |
| | | Crawl | | | | | | |
| | | R.B. or I.B. | | | | | | |
| | | Breast | | | | | | |
| | | Side R. | | | | | | |
| | | Side L. | | | | | | |

### Attendance Recording

*A. Observing Periods.*

Good attendance is a vital item in a swimming class from the standpoint of steady class progress. When students are able to come to class but unable to participate actively in the swimming lesson because of colds, skin eruptions, wounds, infections, or menstruation, they should be expected to report to the class in street clothes, observe the class work of the day, and take as many land drills in the class lesson as possible. In this way practically every member of the class can be held accountable for a knowledge of everything that has been taught in class.

*B. Excuse Slips.*

At the University of Illinois all students observing, *except those observing for the first two days of the menstrual period,* must present to the instructor Excuse Slips signed by the University Health Service. After an absence from class, students are expected to bring an Excuse Slip from the University Health Service or from the Dean of Women.

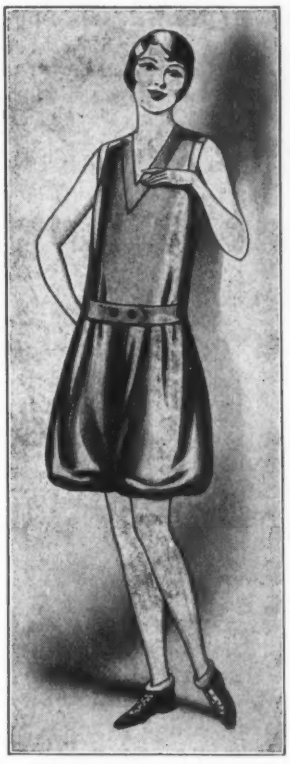
*C. Make-ups.*

Any excused absence or observance may be made up in open hours for swimming or in the half hour period which we have between classes. When the excused absence or observance is made up, the student has made her attendance record clear, i.e., her absence or observance no longer stands against her on the instructor's attendance record.

Below is a sample of the make-up card used:

Make-Up Card

Date .....
Name ..... No. .....
Section ..... Hour .....
Reason for Making-up .....
Regular Instructor .....
Signature of Make-up Instructor .....
From ..... To .....



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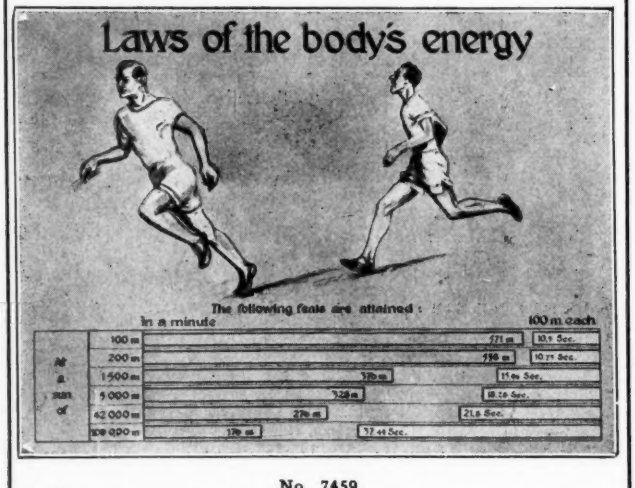
**CHARTS**

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*D. Attendance Recording.*

Most instructors find it convenient and necessary to develop a system for recording attendance. Following is a description of the system of attendance recording for roll book use, practiced at the University of Illinois:

• (dot)—Student was present and swam in pool.
a—Student was absent.
R—Menstruation period.
Note: In reporting attendance to instructors, students use the word "reporting" at the menstrual time.
ex—Student was observing swimming class because of skin eruptions, colds, wounds, or infections.
Note: In reporting observance to instructor students use the word "excused," or "observing."
/—A line is drawn through an absence, observance, or third "reporting" when an excuse has been brought from the University Health Service or the Dean of Women.
O—A circle is drawn about an excused absence or excused observance when the student has gone in the pool for a half hour other than at the class time and made up her work.
x—A small cross is put on the student's attendance record when she has gone in the pool for a half hour other than at the class time, but can not at the time have her swim applied as a make-up: (1) because she has no work to make up, (2) because she has failed to bring excuses for observances or absences.

Note: The x stands to the students' credit and can serve to improve the attendance grade on the attendance record as it is, or can apply as a make-up on any *excused* absence or *excused* observance at any time during the semester.

Following are sample attendance records:

| Period | 1st Week | | | | | 2nd Week | | | | | 3rd Week | | | | | 4th Week | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Name | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| 1. | • | | • | | a | Ex | | R | R | | | | | | | a | | a | | |
| 2. | • | | • | | a | • | | • | R | R | | R | | Ex | | • | | • | | |
| 3. | • | | • | | Ø | • | | • | Ø | • | | | x | x | | R | | R | | • |

On the above records *a* signifies an unexcused absence; *a*/ —excused absence: Ø —excused absence which has been made up; *ex* —unexcused observance; *ex* —excused observance; Ø —excused observance which has been made up the third R —unexcused third menstruation day; R —excused third menstruation day; Ø —excused third menstruation day which has been made up.

*E. Grading.*

The teacher should keep in mind the need of grading as objectively as possible. At the University of Illinois grades are given at the 6, 12, and 18 weeks period. In grading for a course such as swimming many factors may be considered.

The attendance record may be one important item upon which a student can be graded. Besides giving an accurate record of the number of times a student has been in the water, the attendance record is often an index to the student's mental attitude toward her work.

If achievement charts and Marathon swims are used as teaching methods the students' records in these may serve as other items on which to grade. The achievement chart and Marathon records usually give an index to each student's effort, improvement, and teachability.

Posture grades and written examination grades may be averaged in with attendance, achievement, and Marathon grades to give the final grade for the course.

## Philosophy of Physical Education

*(Continued from page 5)*

rooms, in committee work, and even in conventions. It begins at birth, or perhaps before, and continues on into the years of adulthood. From this point of view physical education is much less occupied with football, basketball, hockey, and archery; it is concerned that bodies shall be strong and vigorous, capable of participation in work and play appropriate to their period of life. Its events are not those of the track but eating, sleeping, dancing, riding, hiking, golf and tennis. To paddle a canoe, pitch a camp, and enjoy a swim, is a far more important technique than any of the gymnasium.

(10). Physical Education is to be congratulated on its bent toward science. Men and women have come into its leadership on the basis of training in the sciences of body and mind. Into a field full of fads, physical education has brought an appetite for genuine research. You want things tried out and tested. You use controlled groups before plunging into the promotion of a new proposal. Physical education will seem to progress slowly for the man who must see results next week, but the prospects are good for those who can look a century ahead and prefer a sound building resting on secure foundations to the boom growth which will presently collapse.

(11). Physical Education may be congratulated upon its realism. There is much of education in which it is easy to bluff, but in your activities there are many tangibles. Failure and success can be recognized. You have a wholesome reputation for straight speaking, for giving youth a fair chance, but with the kind of test that cannot be met by good intentions, wishful thinking, or rosy dreams. You don't have to work years, as the psychologist sometimes must, with only "the half of a broken hope for his pillow at night." Your progress can be seen and measured in more adequate fashion, and because of this steady contact with reality, it is harder to fool you. You look objectively at what is going on, its difficulties and its problems.

(12). Physical Education is to be congratulated because it is a coming field. If all goes as it should in the next several years, there are going to be a lot of teachers of algebra, foreign language, and English composition looking for new jobs. Along with social sciences and the arts, physical education is only entering upon its greatest period of growth. As machines do more of our work and our economic surplus and leisure are increased, men are going to be free to look around for other values. We stand on the threshold of the first generation ever to feel free from the bondage of the need for production. You may be congratulated upon the coming custodians of some of the good which men will then seek.

(13). Physical Education is to be congratulated because you may work with youth at something that matters now. It must be a joy not to have to tell youth that, hard as this seems at present, they will be glad some day. You know with Stevenson that that man is


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not especially wise who saves a cellar of claret until it all turns sour, or who, though hungry, refuses a good dinner and saves all his appetite for dessert, before he knows whether or not there is to be any dessert. Stevenson concludes: "Old and young, we are all on our last cruise. We have heard the mermaids singing and know that we shall never see dry land any more. If there be a fill of tobacco among the crew, for God's sake pass it around. Let's have a pipe before we go."

Now let us follow the phrase of Elizabeth Barrett Browning, and "count the ways we love you." First, because you deal less with a subject than with a way of living; next because you are an activity; then, because of your positive emphasis; because you see life whole; because you deal with each person as an individual and permit him to retain his integrity. You give a genuine experience of democracy and build attitudes of cooperation. Your work permeates the whole time of living. You have the patience to use the careful methods of science, the courage to be realistic about yourselves, and a justifiable optimism about the future of physical education. Your work is of that priceless heritage which makes every morning more welcome and every evening the close of a more satisfying day.

## Interpretation of Play

*(Continued from page 15)*

necessary that the schools and colleges provide as many avenues of healthful activity as possible. Because we are a nation reared upon the idea and suggestion of competition, it follows that a rich and varied field of competitive activities will provide for the group opportunities for success in many and varied abilities. The boy who is not a success in football may become an expert in gymnastics or horseshoe pitching. Wherever an individual achieves success it is there that he also finds happiness. Multiply the opportunities for success and you multiply happiness; multiply happiness and you fix character; fix character and you shape destiny.

Intramural athletics are sound biologically and psychologically. Their content is made up of big muscle activities, that is, those activities which exercise the muscles of the legs, trunk, and arms. Big muscle activities are biologically old in the scheme of muscular development and therefore are not fatiguing. These activities because of their ease of performance are pleasing, exhilarating and natural.

In conclusion we may say that play is an energy manifestation. Its form and direction is conditioned by the environment and experience of the individual. The type of play is determined by the form and function of the organism at each succeeding level in its development. The child has marked differences in his anatomic structure and physiologic function from that of the adult. Therefore, the child shows marked differences from the adult in its energy manifestations as revealed in its play. This necessitates the genetic point of view and its application to play.

The thing we call play is merely a biological adaptation for the expenditure of energy to suit the needs of the organism at its various levels of development in a manner that gives the organism satisfaction. As long as this adaptation is satisfying we call it play; when it becomes unpleasant we call it work. In America because of the environment of competition, play usually takes the competitive aspect.

## Grand Rapids Program

*(Continued from page 17)*

Satan. It is very obvious today that we have an inescapable obligation to teach individuals how profitably to employ their leisure as well as their working hours.

One of the most significant movements for human betterment during the past twenty years has been the development of the field of mental hygiene. This movement has been largely due to the growing conviction that many adult cases of mental derangement and even law violations might have been prevented if symptoms had been detected and if remedial methods had been applied for the purpose of correcting maladjustments at an early age. In other words the belief has become quite common that the discovery of symptoms of abnormality and the application of preventive measures can save many people and their families from much misery and relieve society of much expense later. If the estimate is only partly true and if only a small part of the correct number of cases of mental illness will respond to corrective and preventive measures, the efforts of our teachers and the expense of a child guidance clinic will be warranted.

Recent statements from statisticians have revealed that more than fifty per cent of the patients occupying hospital beds in the United States have mental rather than physical diseases. Physicians, teachers, probation officers, and social workers everywhere are asking for assistance in dealing with problem children and cases of disordered and distorted personalities. Altogether too often have we spent time and money for the purpose of detecting and punishing child criminals instead of attempting to prevent in a scientific fashion the development of wrong habits and criminal tendencies.

At any rate, the Grand Rapids Board of Education has committed itself to a mental hygiene program for a period of at least five years. A child guidance clinic will be established under the guidance of a competent psychiatrist already employed. Funds for the project are already subscribed for the five year period by the Children's Fund of Michigan (Couzens Fund), the Grand Rapids Junior League, the Board of Education, and one of the city's public spirited citizens. The clinic will be governed by a Committee for Mental Hygiene consisting of fifteen citizens representing schools, courts, parent-teacher associations, the Junior League, the medical profession, the clergy, and other interests. The program will be almost wholly that of education and prevention. Teachers and parents will have opportunity through psychiatric social workers and visiting teachers to present problem cases to the clinic for attention.

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It is an antiseptic, analgesic first-aid remedy used by leading coaches and trainers.

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New York

## Football Fundamentals Contest

*(Concluded from page 34)*

5. Corner spry.

A B C D E
X X X X X

XF

F to A and back
F to B, etc.
After E passes back to F, F puts ball down and goes to head of line, E replaces F and continues as before.

6. Circle dodge ball, using football.

This practice in passing and throwing a football culminated in a football field day to determine the winners in the elementary schools.

The contest was held under the direction of Mr. Frank Winters, Supervisor of Physical Training and Health Education in the elementary schools. One hundred fifty boys from eleven schools took part.

Assistance was rendered by the men instructors in physical education and a group of interested citizens who volunteered to assist in running off the events. Especially good work was done by the boys from several schools. The work of the representatives from the Hatch and Whittier Schools showed a high degree of successful training. It is hoped that training of this type during the formative years of the elementary school will result in a higher degree of accuracy and skill in handling the football when these boys enter the Senior High School. The aim in the elementary schools is to provide opportunities for mass physical training. All of the pupils are expected to participate and by a process of elimination in contests, the best qualified contestants enter the final contest. Work in soccer, Rugby touchball, basketball and track events, is also presented throughout the year.

The events of the football accuracy and distance contest follow:

I. DIVISIONS:
- (a) Juniors 12 years and under.
- (b) Seniors 13 years and over.

II. TESTS:

(A) *Passing for accuracy* at a tire, 2 feet in diameter, hung chest high. The Juniors passed from behind a restraining line 10 yards away. The Seniors passed from behind a restraining line 15 yards away. Each had 2 practice passes and then took 10 passes.
- (a) *Entries*: Five best accuracy passers from each school for both Juniors and Seniors.
- (b) *Scoring*: One point was given for each pass that went through the tire. The successful passes by the five boys in each division from each school were added and the school with the high total won first place.

(B) *Passing for distance* from behind a line. Distance passed was measured from back of restraining line to spot where ball first hit the ground. 3 passes.
- (a) *Entries*: Five best distance passers from each school in both divisions.
- (b) *Scoring*: Highest total won first. This was determined by adding the distances of the five best throws of each school for each division.

Individual awards were also given to the boy having the best mark in each test both for Juniors and Seniors.

## "How WE Do It"

### Revels---Old and New

Presented by Maury-Ruffner-Blair Physical Education Departments, Norfolk, Virginia.
Time: 1 hour, 40 minutes. No waits between acts.

*Program*

Description.

This program attempts to show the history of sport. Fighting and festivity have many similar elements. From primitive man to the present day, contest and competition form the keynote of struggle, whether the spirit is warlike or friendly. All the acts are impressions and give to the audience merely a suggestion of the form of sport typical in a period.

The prologue presents struggle and an idea of the fight for survival in a pre-historic period, the conditions of which we can only surmise.

During the Greek period we see elements of harmony as represented in the grace of the dancers and the skill and strength of the athletes.

Greek and Roman civilizations have fallen; man has had to struggle back through a form of savagery during the Dark Ages. But in chivalry we see a return to Greek harmony and the scene shifts to the merry days of Robin Hood. Times are stern, but sport and friendly rivalry are practiced on the jolly English countryside.

Our Modern Age is symbolized by rivalry between highly specialized units. The individual is trained, but he must submit himself to a group in competition. It is typical of a machine age. One individual has not the strength nor endurance to fight alone. It is only through cooperation that a result is achieved.

OVERTURE — Maury Student Orchestra
Prologue—Primitive Combat — Maury Boys. (12)

GREEK PERIOD

1. Tableau—Ruffner Boys and Girls. 3 Nymphs, 3 Graces, 2 Boxers, 1 Runner, 1 Spear Thrower, 1 Discus Thrower.
2. Scarf Dance — Maury Girls. (4)
   The scarf dance evolved from the first use of the veil in dancing, as did the Nautch Dance of India.
3. Wrestling — Maury Boys. (6)
   "Nor could the strength of Ajax overthrow
   The watchful caution of his foe."
   —Homer's Iliad, Book XXII.
4. Olympics. (Athletic Drill.) — Blair Boys. (16)
   The Greeks in their Olympic games developed to a high degree the primitive forms of human activity: running, jumping, discus and spear throwing. From these, all athletic activities are derived.

MEDIEVAL PERIOD.

5. Tableau. — Blair Boys and Girls
   Rosalind, Audrey, Marion, Robin Hood, Friar Tuck, Celia, Anne, Phoebe, Allan-a-Dale, Little John.
6. English Country Dance. — Blair Girls. (12)
   This scene is typical of the social atmosphere of the medieval English village. The dances are preserved and may be seen to this day in southwestern England.
7. Single Sticks. — Blair Boys. (13)
   Among Robin Hood's men it became a fine art known as quarter-staves, and the lustiest clubber became an acknowledged leader.

8. King Cole and His Jesters. (Tumbling and Comedy.) Ruffner Boys. (4)
"Old King Cole was a merry old soul"
Ruffner Boys. (Jesters. 19)

9. Village Dance. Blair Girls. (14)
"To many a youth and many a maid
Dancing in the checkered shade,
And young and old come forth to play
On a sunny holiday."—Milton.

10. Club Swinging. Maury Boys. (8)
In Medieval times, the battle-axe was swung double or single handed and this has come down to us in the form of the expert flipping of the policeman's billy. Use lighted clubs: It is said that these ghostly figures of the three slain guardsmen were seen swinging their battle-axes with light borrowed from the fire-flies.

MODERN PERIOD.

11. Tableau. Maury Boys and Girls.

12. Football Drill. Maury Boys. (14)
An impression of a football squad during a period of conditioning with scrimmage, passing and running of signals.

13. Jumping Jack Jubilee. Ruffner Girls. (14)
An idea of a riot of festivity in the land of the Jumping Jacks with color and music and the latest steps in soft-shoe dancing.

14. Parallels and Pyramids. Maury Boys. (50)
Ability to move the body on upper arms, on shoulders, on hands and in the hanging position is developed as well as courage, nerve, and a high degree of muscular coordination.
Pyramid building is an attempt to substitute human frames for steel girders and concrete. The result is aesthetic, but not so enduring.

15. Clogging. Ruffner Girls. (5)

16. Tap Dancing. Maury Girls. (8)
These are the rulers of Joyland, their light hearts keeping time with their gaily tripping toes, and their frivolity crowning the performance of the evening in a whirl of merriment.

17. Grand Finale. Entire Cast. (250)

Physical Education Department: *Maury*—Miss Mary O. Parker, Mr. W. C. Gehrke; *Ruffner*—Miss Lorraine Gentis, Mr. J. P. Royer; *Blair*—Miss Marjorie Carter, Mr. Alfred Smith; Pianist—Miss Naomi Spigel.

Mr. Kirk Montague, Director of Physical Education.

## Intramural Posture Contest

THE posture of students in general is better than we usually imagine it to be. We see one bad posture and it stands out in our memory like a sore thumb, while we are inclined to take all the good postures we see for granted.

This year at Kansas State we held a "posture contest" as one of the activities in the intramural program. Each organization, whether it was sorority, dormitory or independent team, was asked to choose six girls as representatives of the group to compete in the posture contest. Only three of this number were allowed to be physical education majors. These six girls wore bathing suits and tennis shoes and were graded by three judges in posture, during standing and walking. Only A and B postures were considered—the average of the three judges' grades was used as final grade. Each "A" received 6 points—each "B" 4 points—total number of points decided winners.

A perfect score, or an "A" grade in both standing and walking for each member of the team, would have made a score of 72. The scores for the eight teams entered were as follows: 60, 54, 52(2), 48, 40, 32 (2).

It was a beginning in making students "posture conscious." For days after the contest we were kept busy telling girls what was wrong or right about their posture. With such an interest created, it soon will be as much of an honor to represent the group in the posture contest as to play on one of the sport teams.

Helen G. Saum, Director, Physical Education for Women,
Kansas State College, Manhattan, Kansas.

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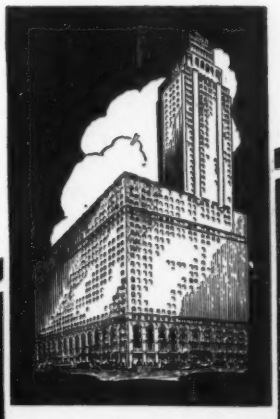

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Nearest Hotel in the City to stores, Offices, Theatres and Railroad Stations.

**MORRISON HOTEL**
MADISON AND CLARK STS. CHICAGO

# Physical Education Hall

*(Continued from page 12)*

be drawn together, for purposes of motion picture or stereopticon projection. Electric outlets are arranged at various points around the room for this purpose.

Posture back steel chairs are used in all class rooms. These are bolted to the floor with expansion bolts and have non-adjustable arm rests. The concrete floors in the classrooms are finished with acid stain. Each classroom is equipped with Venetian blinds that can be adjusted to control sunlight. All corridors, locker rooms and activity rooms are equipped with one or more drinking fountains and cuspidors inserted in the wall, entirely recessed. On both the first and second floors, notices are posted that students in gymnasium uniforms are not permitted in the front corridors.

In the men's wing of the second floor, the major unit is a large gymnasium, 80x110 feet, located at the back of the wing. This has a ceiling height of 25 feet and is equipped with a furred ceiling which covers up all over-head girder structure. This type of ceiling is constructed with beams and is supported by a specially designed steel girder structure. It is left in plain white plaster finish which adds very materially to the lightness of the room. This ceiling structure, which is also used in the women's gymnasium, gives to the rooms a very attractive appearance and eliminates the so common barn-like atmosphere. Both men's and women's gymnasiums are almost identical, except that the women's gymnasium is 9 feet narrower than the men's. Each of them is equipped with high arched windows on three sides. These windows come down to the wainscot within six feet of the floor on two sides, giving a very cheery atmosphere. The wall finish is in pressed brick of buff shade up to wainscot height, and from there up plain brick painted in the standard light green shade of concrete paint. The wainscot is finished top and bottom with a heavy steel plate, which serves as an apparatus angle iron at the base. Small openings in these plates at intervals give opportunity for attaching apparatus. The metal plate is trimmed in dark blue.

The windows in the gymnasiums are of the louvre or tilt variety and are covered with heavy wire mesh screens on the inside. These are adjustable and removable. The rooms are lighted by large electric globes inserted flush in the ceiling and covered with wire glass.

At one end of each gymnasium is a good sized balcony with a seating capacity of some 200. In the men's gymnasium it is possible to put up knock-down bleachers with a seating capacity of approximately 1,000. In each gymnasium a large net has been hung on metal cable with a canvas base. This can be stretched across, dividing the gymnasium into two equal divisions.

The floors in the main gymnasiums as well as the floors in all other activity units, the corrective gymnasiums, the auxiliary gymnasium, dance studio, and the handball courts, are all constructed on a floating sand base. The process involved putting two inches of hot sand directly on to the concrete floor. This was smoothed off perfectly level and a rough sub-floor of shiplapped material one and one-quarter inches thick was laid over this. The maple floor was finally laid on top of the sub-floor. This gives a very springy floor. It is not anchored at any spot except at the side walls where the angle iron covers it. Its own weight holds it down. Where apparatus is attached, it is necessary to run bolts through to the concrete to anchor the floor plates and prevent lifting the floor.

On the men's side, a large apparatus storage room separates the main gymnasium from the auxiliary gymnasium. This latter is 40x70 feet in size with an 18 foot ceiling. Practically all the apparatus is attached in this room, leaving the large gymnasim free for game use chiefly. Directly across the corridor from the auxiliary gymnasium is the corrective and individual exercise room for men. This is equipped with punching bags, rowing machines, horizontal ladder, pulley weights, stall bars, wrestling machine, wrist rolls, chinning bars, and other individual equipment as well as several especially designed folding plinths. These were designed by the writer to save floor space. They are constructed of steel and designed in such manner that they fold up into a wall cabinet, much as a folding bed, and are therefore great space savers. They are attached at the top with a thumb latch and are easily dropped forward, the legs unfolding as they come down. The top is equipped with a removable leather pad, and is adjustable two ways, like a standard Swedish plinth. Each section can be adjusted at any desired angle. A similar corrective room on the women's side is equipped with plinths, stall bars and other similar apparatus.

Immediately back of the individual apparatus room on the women's side is a good sized kitchen, equipped with gas ranges, cupboards, sinks and other necessary items for serving banquets. An automatic elevator immediately adjoining this can be used for transferring materials up and down to the kitchen. It is possible in the various combined gymnasiums to serve from 500 to 2,000 people at a banquet. The elevator is available also for use of students who cannot climb the stairs to go to the solarium on the roof.

One of the most beautiful rooms in the building is the dance studio on the women's side, second floor. This is beautifully decorated throughout on ceilings and walls, is equipped with Venetian blinds and curtains at the windows, and is decorated with large mirrors and hanging curtains, palms and ferns. It is also equipped with a grand piano. The studio can be opened directly into the women's main gymnasium, giving an excellent arrangement for social purposes.

As already mentioned, the front unit has a third floor. This contains a large central study hall over the lobby, which is flanked by two small seminar rooms and laboratories. Immediately beyond these on either side lie the two large sun decks or solaria. These are equipped with cots and mattresses and are very extensively used for sun bathing.

In the basement unit in the north wing will be found three maximum handball courts, 25 feet wide by 25 feet high by 50 feet long, each equipped with a good sized balcony. Two similar but smaller courts, 20x20x

40 feet, are located in the south wing in a similar position, immediately adjoining the small instruction pool. Directly forward from the instruction pool and courts are the filter and ventilating rooms and the large boiler area. Next to the boiler room is the laundry and across the corner from it an auxiliary locker room for women. A beautifully furnished club room for varsity athletes occupies the front corner section of the basement area. All of the remaining area in the basement is devoted to athletic training quarters, equipment rooms and medical facilities for the inter-collegiate teams. This varsity area extends entirely across the front of the building 250 feet, and back on the north wing 150 feet. At a central point is the large equipment room from which all athletic equipment is issued to athletes. Directly back of it is an elaborate storage vault protected by a steel vault door in which valuable equipment can be stored permanently. A lounge and office for the coaches adjoins the medical suite. Complete facilities are provided here for the care of athletic injuries and for the training of athletes. A varsity locker room opens directly from the medical room and is equipped with its own set of showers, drying room and lavatories. Immediately back of this are the quarters for freshmen, with separate shower and lavatory facilities. Beyond this is a large auxiliary locker room with separate showers and lavatories. This cares for visiting teams and for overflow from the other locker room. The same general arrangement of showers and drying rooms is found throughout the varsity training quarters as was described for the main floor locker room for men.

The handball courts are all constructed with solid concrete walls faced with a very hard, fine, concrete plaster. This is painted an oyster white so as to eliminate glare and still give adequate light. The ceiling is painted the same color and is equipped with a lighting system that has proved highly satisfactory as it seems to eliminate all glare and shadows. Rows of lights are inset in the ceiling about a foot from the wall along both sides and the front. They are covered with panels of wire glass flush with the ceiling. These lights throw the illumination downward and against the side walls from reflectors on the inner side of the indented area. This puts the lights in such position that they do not face the player at any point and yet give adequate lighting on the walls. A steel angle base is used around the base of the walls in each court. The floors are of hardwood maple on a sand base, as previously described.

In each handball court is a cuspidor covered by a metal door fitting flush with the wall. A small thumb ring latch is used to open the door and is fitted flush with the metal surface. The rear entrance doors are also hung with hinges and latches flush with the wall so that there are no obstructing surfaces. A wire glass panel is inserted in each of the rear doors flush with the inside surface so that it is possible to see into the courts without entering. Drinking fountains are found immediately outside of the courts in the approach corridor. The doors on the three large courts are equipped with automatic light switches which turn the lights on when the doors are closed and shut them off when the doors are open. These lights are controlled from a switch in the equipment office.

With this elaborately equipped plant, the University is now in a position to offer a program fitted to the needs of all types of students. It is the hope of the department and the institution that it may be possible to establish a program of physical education that will challenge the respect of educators in every field. After one year of use, the members of the staff are unanimously enthusiastic about the building, and there are no major points at which they would care to suggest changes.

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**6 Everett Street, Cambridge, Mass.**


## A Symposium of Correctives

*(Continued from page 22)*

him and who has a heavy home program of work, is given two physical education periods, one for corrective and one for rest, and one less period of work in the solid subjects. With this program some improvement may be made.

It is also possible, with the use of this card by vice principal and counselor, to keep boys and girls who are on "rest" in physical education, for "cardiac" and other serious conditions, from assuming responsible positions in student body activities and from taking leading parts in plays.

PASADENA CITY SCHOOLS
DEPARTMENT OF PHYSICAL EDUCATION
Health Recommendation Report

Name Dates

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | |
| **Classification** | | | | | **Development** | | | | | | |
| I | | | | | Prepubescent | | | | | | |
| II | | | | | Pubescent | | | | | | |
| III | | | | | Postpubescent | | | | | | |
| IV | | | | | Adolescent | | | | | | |
| **Assignment** | | | | | **Condition** | | | | | | |
| Phys Ed I Reg. | | | | | Posture | | | | | | |
| Phys Ed II Corr. | | | | | Feet | | | | | | |
| Phys Ed III Rest | | | | | Cardiac | | | | | | |
| Phys Ed IV Rec. | | | | | Nutrition | | | | | | |
| Phys Ed V Nut. | | | | | Respiratory | | | | | | |

**Remarks:**

MEDICAL REPORT

Name

| Recommended School Program | Recommended Extracurricular |
|---|---|
| Regular<br>Light<br>Part time | Unconditional<br>Conditional<br>Prohibitive |

Doctor's Report

Nurse's Report

Card published by courtesy of Committee on Organization of Card, Pasadena City Schools. Committee: counselors, doctors, Physical Education Department. Note: In order to make "Corrective Physical Education," "Rest," etc., more a part of the regular school program, so that students may not seem to be withdrawn from regular activities, or to be having special assignments,—the physical education department, the doctors and counselors in the Pasadena City Schools decided upon the following nomenclature to be used in the elementary, junior and senior high school and junior college:

Physical Education I—Regular
Physical Education II—Corrective
Physical Education III—Rest
Physical Education IV—Recreation
Physical Education V—Nutrition

The student will receive his assignment as "Physical Education I, II, III," etc., and the classes will be scheduled as such on school programs, bulletins, etc.

### Junior College

During the fall semester, all new pupils should be examined by the school physician before they are assigned to physical education classes.

In the spring, all junior college students who expect to return to school are examined and placed in, or promoted out of, corrective physical education classes. All students in the high schools are examined and given

their classification before they enter junior college in the fall. These classifications hold unless some serious illness or accident during the summer requires a change, or unless a great improvement during the summer permits promotion.

All new students from outside the city are examined in the fall. A rough classification of the conditions which make it advisable to assign students to corrective classes may be found on page 292 in *Corrective Physical Education for Groups.*

With smaller classes more individual work has been possible.

The junior college generally presents cases of menstrual disturbances (not glandular), nervous disorders, asthma cases with causes undiagnosed, cases of diabetes, heart disturbances, postural disturbances, weak and flat feet, general debility, etc., and numerous cases under observation for a large variety of causes.

A silhouette of every corrective student is taken. From a check of these silhouettes, the students are assigned to three groups:

1. hollow backs, round-hollow backs;
2. total round backs;
3. normal backs (in the antero-posterior plane with a possible left or right high shoulder).

If a silhouette reveals a possible scoliosis, further examination is given by the doctor and the director of corrective work. Conditions are sometimes found which make it necessary to suggest an examination by an orthopedic surgeon who is on call at the school. Note: All transitional and early structural scoliosis should be referred to an orthopedic surgeon—at least parents should be notified of their seriousness.

Classes report daily. The work is divided as follows:

1. individual games played out of doors;
2. two days of corrective work stressing foot and the back conditions;
3. Two days of rhythmic work:
   a. dancing
   b. light apparatus work on tilted balance boards, to music.

We believe that all students (especially girls) need posture training, whether or not they are placed in the corrective classes for posture alone. The day the students are given individual games they are allowed to play quoits, croquet, archery, clock golf, ping pong, and tennis. Sometimes swimming is possible if swimming hours coincide with corrective hours. All are allowed to take swimming after school if no races are entered. Sometimes conditions allow for the races.

I. The out-of-door days give the students fresh air, sunshine, and mild competition. If they are free play periods, the instructor has time to re-examine any who need it, or to confer with any student on more intimate phases of health problems.

II. The second type of work is the floor work indoors. This is the day when the whole period is devoted to corrective work, perhaps with a corrective group game at the end. During the class period group work is taught, as shown on page 295 of *Corrective Physical Education for Groups.*

In addition, if time allows, a good set of calisthenic


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**Russell Sage College**

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*For catalogue address*

**MISS DORIS CROCKETT, Registrar**
**Russell Sage College** **Troy, New York**

exercises such as the Daily Dozen should be taught. (See below.) The Daily Dozen is a set of twelve "fool-proof" exercises of corrective value. Their fundamental positions are such that the students can scarcely err enough in execution to produce a hollow back. From this list, during the first month, the exercise prescription is given.

Each student should practice this exercise daily before roll-call together with number four of the Daily Dozen, no matter what type of work is scheduled for that day. The method of adapting group exercises to meet the needs of special individuals is described on page 296 of *Corrective Physical Education for Groups*. In brief, the method of doing special exercises in groups is in changing the fundamental starting position of the different types with the rhythm of the exercises remaining the same for all, and, even if the whole exercise is changed, the rhythm remains the same.

A third type of work is "Rhythm." The dances we use are all of the quiet type not requiring leaping or running. The minuet is admirably suited to this type, but the tempo of life has so changed since the era of the minuet that, psychologically, it does not give much of a thrill. Sometimes this phase may be overcome by teaching a dance made up to some attractive song of the present day. However, as clogging and tapping so delight the youths of today, a few well chosen steps might be interpolated into the dancing.

THE DAILY DOZEN

1. Backward lying position
   a. Place soles of feet together, separate knees, bend knees to chest, keeping back flat, keep hips off floor—One! Pull knees to chest, flatten the back and keep hips on the floor—Two! Return to position one—Three! Position—Four!
   b. Breathing. Breathe in as if smelling a flower—One! Exhale by blowing out through the mouth as if through a straw—Two!

2. Hook lying position. Place fingers on the neck with thumbs touching the floor. Draw elbows towards the sides—One! Relax—Two!

3. Sit under stadiometer with sliding rod on head. Push up the rod. Sit on stool before mirror and repeat.

4. Standing position. Arm turning outward, breathe in, and with thigh rotation (turn knees out, grip buttocks together, twisting thighs outwards, keep big toe joints on the floor)—One! Return and exhale two! (After this is mastered, count to nine and return on ten. Increase to 50 gradually).

5. Sit under chest weights. Push the rod up with the head and push with the feet, flattening the lower back. In this position with elbows straight and palms up, lower the arms sideward downward. Start with one weight only and work up.

6. Backward lying position. Under chest weight in hook lying position, feet on apparatus or knees on chest. Lower arms sideward downward diagonally. Keep elbows straight and palms up.

7. Standing position. Place hands shoulder high and shoulder distance apart upon wall or stall bars. Lower and raise head with chin in.

8. Stand on balance board with hands on hips. Bend forward and attempt to touch toes. Straighten and correct pelvic tilt. Hold the correction 2-4 counts before repeating.

9. Prone lying position, on plinth or table with head over the end. Clasp hands behind the back. Raise head with chin in and roll elbows inward. Have pad under abdomen to prevent hollow back.

10. Stand against corner with feet as near the corner as possible, with the entire spine touching the corner. Try to get the feet nearer and nearer each day.

11. Hang (arms diagonally outward).

12. Hang and raise knee. (Feet and knees as in I.)

(For exercises see Corrective Physical Education for Groups, p. 299, A. S. Barnes & Co., New York.)

Light apparatus work on the tilted balance boards, done to music, satisfies some of the rhythm hunger of the age. Regardless of type of exercise given the arms, passive exercise for the feet and legs is continuous.

### D. Colleges and Universities

The results of the work of the Reconstruction Departments of the Allied Armies (and also of the Central Powers) proved to universities the value of physiotherapy. One very important phase of physiotherapy is corrective physical education. Although it is recognized that the greatest need for corrective work is in the elementary schools, it is a singular fact that corrective work in the educational field found its inception in the colleges and universities.

The majority of the leading colleges and universities now have some provision for corrective work. In some cases this work can hardly be called corrective work, but some provision is made for the physically defective student. The usual procedure is as follows:

1. All students are examined by the university health service and those who are found defective are assigned to the corrective department.

2. Diagnosis is sent to corrective department giving "condition" of each student who must take corrective.

3. Ideal number in sections—fifteen to twenty-five. When more than twenty-five are found in a section, "group corrective" method prevails.

4. Sections include all types of conditions.

5. Each student is given a prescribed set of exercises to fit an individual defect. The student must learn these exercises. (Examinations are given to test learning). Exercises are changed every four to six weeks.

6. Pertinent health questions are discussed for five minutes during each class period.

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7. Games are given according to the group: archery, horseshoes, volley ball, handball, etc.

8. Certain achievements are set up for each individual and he is tested at the end of the semester.

9. Health habit sheets are checked at the beginning and at the end of each semester.

10. Weekly weight record is kept by each student.

11. A semester paper is required dealing with:

First semester—the cause of one's defect, cure, prevention and maintenance of corrected condition.

Second semester—"My condition as it affects or will be affected by my life profession or business" and "What values are there to be gained by regulated, prescribed, exercises for my particular condition?"

Third semester—"Specific health habits, knowledge, attitudes and ideals conducive to my best health:

a. while in school.

b. after school days are over."

Fourth semester—"Factors in the preservation, conservation and protection of my personal health."

12. Grading is based on:

| | |
|---|---|
| Daily work—25% | Semester paper—25% |
| Achievement tests—25% | Final exam—25% |

13. After a student has spent one semester in corrective he may then be allowed to participate for two of the first days per week in some suitable form of physical education which will not be detrimental to his health: i.e., poor posture cases may take swimming.

*(To be continued)*

## Are Games Enough

*(Concluded from page 23)*

Ability to move with easy alertness is an asset in many small happenings of everyday life as in larger emergencies, should they occur. To feel clumsy and awkward is to expect small, yet exasperating failures, and to be over-shy and self-conscious, instead of being able to concentrate all energies on the matter at hand, without being anxious about appearances.

Balance and jumping exercises should help to train this easy unconscious adjustment of effort to the movement done, which depends on the correct coordination of muscles. Such coordination is not a question of strength, but of being able to control, to a fine point, the exact amount and time and speed of muscle contraction: that is economy of effort. In first learning to catch a ball, to hit a moving ball with a bat, to ride a bicycle, to execute complicated dance steps, trial efforts which call for considerable effort and thought are clumsy and ineffective, whereas after practice, much more successful and skillful results are gained for a minimum of effort.

Besides actual corrective work, there is included in most physical training lessons, "breaks" of unexpected, easily understood activity interspersed between the free standing exercises. An example of such a "break" might be "To the wall on my right — run!"; "Six bounds forward and stand still—go!" (Note the first three or four). "Teams try to make a circle round another team's leader—go!"

In this, as indirectly in all exercise work, the competition lies in getting up to the standard of the class, that is, of not being last, of being as good as the average, whereas in games the standard is rather that of being the best. Thus in competing against an average, many more people will feel it worth while to make some effort. The average class standard need not be a low one; it depends on the teacher.

A certain feeling exists that games are intrinsically more recreational and of greater interest than are exercises and so much easier to teach, but this is not necessarily so. Badly planned and ineptly coached games can be quite as wearisome as badly taken exercises. Everything really depends on the teacher. If the teacher understands and believes in the ultimate value of good posture to the class, he will make them interested in trying to stand and walk well; and, by choosing active stimulating "breaks," will be able to prevent the class from getting cold from too prolonged standing still on a chilly day.

The teaching of posture work must be detailed and careful, and interest in posture not confined to the physical training classes. A good average of posture should become part of the school tone. Such a tone gives something permanent in quality to the children, both in potential health and in ready address of manner.

Games, in fact, are essential, but they are not in themselves enough.

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## How 500 Students Live

*(Concluded from page 29)*

grated personality. Not only is the individual's mind an integrated whole, but the whole organism is integrated. It reacts as a whole, mind and body together, to the various situations of life."[1]

Fully three-fourths of the five hundred students show rather consistently that they live reasonably well ordered lives. They do their work in school and out and in most cases are happy, serious, expanding personalities. Contrary to popular opinion, they themselves seldom indicate a condition of boredom. The minority, on the other hand, need more than a health program. These are the very people who are most difficult to reach in any program.

This article is in no way a health program; it is simply selected material from a year's work on matters pertaining to student health. "The aim of health education is to develop vigorous minds and bodies by promoting such health habits, skills, attitudes, and knowledge as will enable the individual to make adjustments for right living now and in the future." This definition has been the basis for our work.

The foregoing items deal most directly with the physical living. The social health which necessarily includes attitudes is of even greater importance. The fact that this material shows students' actions and ideas is its only value. This whole study has been for the purpose of getting a cross section of student activity so that we may know where to begin direct teaching of health.

[1] Burnham, Wm. H. "Development of Wholesome Personality" (Address delivered at the dedication of the new Education Building, New York University, March 1, 1930) Diplomate, April, 1931. p. 19.

## Eastern District News

*(Concluded from page 44)*

Section III. Secondary School Programs, and Extra-curricular Programs, for Girls.

Section IV. Secondary School Programs, and Extra-curricular Programs, for Boys.

Section V. Individual Health Training ("Corrective activities").

Section VI. Tests and Measurements.

The principals and coaches of the Susquenango League voted 14 to 3 to abolish the final league play-off between the leading teams and substituted in its place a game between two teams made up of players selected from all league schools in the Susquehanna and the Chenango valleys respectively. Beginning with basketball, the coach of the winning team in each valley will pick the "all-star" teams. Heretofore a league championship game was played by the winning schools from each valley.

According to the February issue of *Maroon Chatter,* Sherburne Central School paper, "the new plan will eliminate the grind of several championship contests for one team and will allow players on even the poorest teams to be in the final play-off, provided they show ability throughout the season. It will also increase interest in the final game because all the schools will be represented by at least one player."


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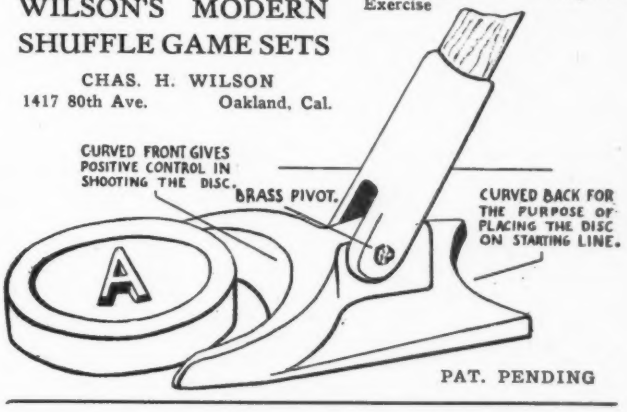
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# New Books Received

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**Interpretation of Physical Education Series.** Volume I: Mind-Body Relationships. 276 pp. $2.00. Editor, Jay B. Nash, Ph.D. Volume II: Nature and Scope of Examinations. 307 pp. $2.00.

Volume I is the first of this most excellent series in the "Interpretation of Physical Education." Contains eight chapters by sixteen prominent men. "In each of the papers, an effort has been made to show life outcomes in terms of total pictures and to show the impossibility of a separation of physical and mental activities. The series should serve as a physiological basis for students in physical education and health in analyzing some of the component parts of the profession in the light of its objectives. The administrator should find it of value because it indicates the relationship of the physical education activities to the other activities in the total school curriculum."

Volume II is the Nature and Scope of Examinations. "The central theme was chosen in order to present the various types of tests, examinations and procedures which are necessary to determine the condition of an individual so as to protect him and society and, at the same time, establish a basis for educational guidance." This volume emphasizes the fact that individuals vary not only on the organic level, but on the neuro-muscular, interpretive-cortical and emotional-impulsive levels. This contribution aims to help administrators to determine individual needs and to establish an educational procedure to meet these needs. There are four divisions to the book and twenty-five prominent men and women have contributed. I. Introduction. II. The Status of the Individual. III. What is the Nature and Scope of the Health Examinations which the Physical Educator can Make? IV. The Administration of Examinations.

**Fundamentals of Health.** T. Bruce Kirkpatrick and Alfred F. Huettner. Ginn & Co. 567 pp. $3.80.

Fundamentals of Health was selected as the book of the month for July by "The Scientific Book Club, Inc." It is intended primarily as a work of instruction for students of college grade, but has been so written that it is a definite contribution to the progress of human civilization. It is adapted to the adolescent youth as well as the adult who wants to keep informed about biology and the advances in knowledge concerning the human organism. Includes material on embryology, genetics, biology of sex, immunology, social aspects of hygiene, endocrinology, and well balanced information concerning the nature of human life and human adjustments.

**Character-Conduct Self-Rating Scale for Students.** Edwin J. Brown, Ph.D. Bureau of Educational Measurements, Teachers College, Emporia, Kansas. $2.25 per hundred, with Manual. 70c for 25, with Manual. 3c per copy. Manual, 5c.

This self-rating scale has been worked out as a teaching device with the purpose of securing improvement in conduct through individual self-appraisal. It provides a point-score in character-conduct relationships which, if used at intervals, will greatly stimulate interest and effort in self-improvement.

The Manual of Directions which accompanies the scale gives many interesting suggestions for its use.

**The School Festival.** Adelaide Linnell. Charles Scribners' Sons. 124 pp. $1.25.

One of a series of books on childhood education. After the introduction by Patty Smith Hill, the problems of festivals are discussed in accordance with sources of material, costuming, scenery, properties, and selection of music. The remaining greater portion of the book contains a collection of some ten festivals. Good judgment has been shown in the selection of the festivals. A most useful book.

**Fabrics and Clothing.** Sarah MacBride and Ellen B. McGowan, Ph.D. Macmillan Co. 225 pp. $1.00.

A practical book especially designed for the junior high school student. Chapter XII on clothing and health is of interest to physical and health educators.

**Archery Simplified.** Phillip Rounsevelle. A. S. Barnes & Co. 120 pp. $2.00.

The first book on Archery written solely for the purpose of teaching archery to the novice and beginner. Many of our readers will recognize the author as the contributor of the many excellent articles to the JOURNAL. The material has been arranged as follows: I. The Best Way. II. Handling an Archery Class. III. Description of Method. IV. Tournaments. V. Indoor Archery. VI. Equipment. VII. The Romance of Archery. Special features are the introduction by Dr. Robert P. Elmer, and the 69 excellent illustrations.

**Twenty-five Figure and Character Dances.** Elizabeth Turner Bell. A. S. Barnes & Co. 188 pp. $4.00.

Elizabeth Turner Bell is the author of *Fifty Figure and Character Dances.* This book represents a new collection. The music is excellent and is in separate book form. The illustrations are an inspiration to any teacher of dancing and too much cannot be said of their excellence.


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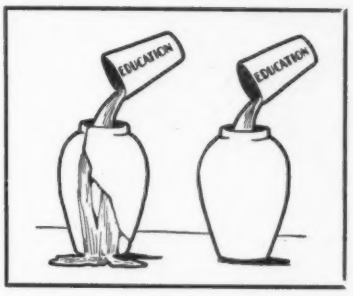


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